

# RECREATION

— February 1944 —

FEB 11 1944

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By Brigadier General Walter L. Weible

## Art with a Little a

By Rockwell Kent

## West Hartford's War Gardens

By Harry T. Arens

## National Music Week Comes of Age

By C. M. Tremaine

## Teen Age Recreation Survey in Long Beach

By Walter L. Scott

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# RECREATION

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## The Beautiful\*

To me belongeth all that is beautiful everywhere.  
The beautiful belongeth to me, to my wife, to my son,  
to my daughter, forever and forever.

---

To you belongeth the beautiful,  
To you and your wife and your son and your daughter forever and  
forever.

---

Unto us is the beautiful given, unto all of us and to all the strangers  
within our gates forever and forever.  
Unto the entire world is the beautiful given that it may give joy  
forever and forever.

---

What will I buy with my money?  
What will I earn with my life?  
What will I wish for my friends?  
What will I will for all?

---

I will seek after the beautiful, if haply I may find it.

---

The beauty of the little flower in the rock blooming in the snow,  
The beauty of the little wooded island all covered with violets,  
The beauty of the bird in motion,  
The wild goats silhouetted against the mountain top,  
The deer in the woods,  
The sunrise and the sunset over the waters,  
The snowstorm,  
The perfect building, the architect's dream made real,  
The music of the cathedral,  
The symphony when you give all you have to listen to it,  
The poem which reveals what you have wanted to say yourself,  
The beauty of the Hebrew prophets,  
The beauty of thought of the Greek philosophers,  
The beauty of sound of the Greek language,  
The beauty of the drama,  
The beauty of the human body,  
The athlete in motion,  
The wistful smile of a little child,  
The mother looking upon her child,  
The beauty of simple, unselfconscious goodness,  
The beauty of truth.

---

No such values are bought and sold at the market place.

---

\* The recreation movement seems to me to try to remove the barriers so that all may enjoy what is beautiful in the world.—HOWARD BRAUCHER.

Buy the mountain top and fence it in.  
Buy the land around the little lake and wall it in with stone.  
Gather the wildflower plants from a thousand forests and wire  
them in.  
Bring together in one place all the birds that sing in the early  
morning, —  
And all their beauty may not be for you at all, at all.  
Beauty is owned by the one who seeth it.

---

As a little child I had eyes but I saw not.  
I had ears but I heard not.  
And someone came and made spittle of the clay at my feet  
And placed it on my eyes and ears  
And I began to see, hear, and feel beauty.  
It was as though a smoked glass was removed.  
I knew there was beauty.  
I knew that I might search after beauty, if haply I might find it.  
And now I know that the more I see today the more I shall be  
capable of seeing tomorrow.  
The world is full of beauty.  
No one can give it to me.  
Much of it I cannot see until my eyes grow stronger,  
until I have lived longer.  
But there are many smoked glasses which friends can remove for me  
If I have the will to see beauty.

---

To turn a world of beauty into a world of ugliness  
Is a great crime.  
To keep back from men the full light of the beauty of the world  
Is a great misfortune.

---

Most of us have faith in the beautiful,  
That the beautiful will win.  
Most of us highly resolve that the world  
That can be beautiful  
Shall be beautiful.  
We will to pay the price.

---

The beautiful is important.  
The beautiful does matter.  
We believe that ugliness can be driven out by the beautiful.  
We fight that the beautiful shall forever live.

*Howard Brancher*



# National Music Week Comes of Age

**W**ITH ITS twenty-first annual observance opening Sunday, May 7, 1944, National Music Week comes of age, and preparations for the event are already under way in hundreds of cities and smaller communities. Synchronized on a national basis in 1924, it was the first of the special "weeks" instituted to focus public attention on an idea or a community-benefit objective. The Letter of Suggestions issued annually by the central committee is now off the press and may be obtained upon request at its office, 315 Fourth Avenue, New York 10, N. Y.

The active Committee consists of the presidents of thirty-three prominent national organizations, including the National Recreation Association, which has been giving the Committee special facilities during the past two years. The keynote the members have selected for this year's observance is "Use Music to Foster Unity for the War and the Peace to Follow." There is also a permanent keynote "Encourage American Music"—meaning the meritorious work of native and naturalized composers. This is not to be done in a chauvinistic way, but rather with the thought of providing opportunities for the public to become familiar with and learn to love the worthy productions of their fellow countrymen, as well as those of foreign birth.

Indicating a few of the many types of participation appropriate to

**Sunday, May 7th, will mark the opening of the 1944 National Music Week, with its keynote, "Use Music to Foster Unity for the War and the Peace to Follow"**

**By C. M. TREMAINE**  
Secretary  
National Music Week Committee

**It's interest in music, not the number of years you've lived, which makes you eligible to participate in Music Week**



*Courtesy Reading, Pa., Department of Public Recreation*

Music Week, the Letter of Suggestions recommends:

"The inter-church programs, which have been a feature of the opening Sunday in many of the small and medium sized towns, are in the best tradition of Music Week. The same is true of county music festivals, school music meets, patriotic

programs, including music of the Western Hemisphere and the United Nations; events designed to provide musical instruments, musical entertainment and musical opportunities for the armed services; the expansion of musical activity in recreation, especially for teen-age groups; fostering local musical talent, providing musical equipment in schools, churches and libraries; promoting the use of music in industry and as an aid in therapy.

"Music Week will be motivated in the future, as it has been in the past, solely by the desire of music lovers everywhere to join together in promoting pleasurable participation in man's common heritage of music, and in the sense of comradeship which music, more than the other arts, creates and disseminates."

## **Recreation Departments Active**

Music is taking an increasingly prominent place in recreation, and leaders in the field have recognized that it is not only the lighter and popular types that heal, refresh, and "re-create," but also the more serious types, and that a constantly growing public has come to want good music. It has,

therefore, been a natural development that recreation departments should take an active part in many of the local observances, and that in a considerable number of cities they should become a prominent factor and even take the initiative in forming a local central committee.

An outstanding example of a recreation department serving its community by heading the Music Week organization is that of Alton, Illinois. For the past five years Ethel L. Paul of the Recreation Department has been Executive Secretary of the Music Week Committee, sponsored jointly by her Department and the Business and Professional Women's Club. The following is an excerpt from the letter sent out by the committee to local organizations and to a number of individuals active in music education:

"Common interests in this democratic world are many and music is distinctly one of them. It breathes the spirit of harmony and cooperation, and is an ideal medium for advancing that spirit.

"Music Week has clearly demonstrated the value of music as a unifying force in thousands of local communities and in the nation. Through it individuals, organizations, officials, and educators all unite in a common desire to extend the influence of music, most democratic of all the arts, and the wholesome enjoyment which comes from listening to music and participation in its making."

The Alton sponsors again invite you to observe Music Week.

Will you—

FIRST: Report your plans for Music Week Observance to Miss Ethel L. Paul, Executive Secretary, Music Week Committee, care of Alton Recreation Department, 2 E. Broadway. Phone 3-8859, on or before April 26th.

SECOND: Report to her all musical programs held during Music Week or on a near date, when planned as an observance.

#### MUSIC WEEK COMMITTEE

DOROTHY QUEEN, Executive Chairman, BPWC  
MARY J. MAGUIRE, Director of Activities, BPWC  
ETHEL L. PAUL, Executive Secretary, Recreation Dept.

Plans of .....  
Name of School, Studio or Organization  
Date of Program.....Place.....Hour.....  
Program or Description of Activity.....

AUSPICES OF ALTON RECREATION DEPARTMENT

"Despite the present crisis, all of the elements which constitute our civilization must continue to flourish. I know of no more effective medium of fortifying our national morale than the cultivation of the renewed appreciation on the part of our citizens of the value of music in our national life. In my opinion, now, above any other time in our nation's history, music has a definite function to fulfill in America."—Hon. Charles Edison.

In addition, the letter quoted the keynote of the year and told a little of the history of the observance nationally and in the city of Alton. A list of the subcommittees sent in by Miss Paul included: public schools, parochial schools, hospitals, colleges, churches and choir groups, service groups, recre-

ation centers, women's clubs and organizations, P.T.A.'s and musical organizations. It is interesting to note that strictly musical groups were in the small minority among the participants in Alton, yet the reports received from the city through committee workers and press items indicate the value of the observance in extending the influence of music both in the direction of self activity (producing music) and more intelligent and appreciative listening.

In Long Beach, California, the Recreation Commission presented a program at the Municipal Auditorium featuring the Women's Symphony Orchestra and a group of a cappella singers. With the exception of a few selections from the classics, the numbers were all by American and Latin-American composers. Other evenings arranged by the local committee were devoted to folk music in costume, music teacher associations recital, public school program, Women's Music Club concert, and Long Beach Composers nite. Winding up the observance was a festival of sacred music by the city choirs, held in the Convention Hall.

Among the other cities in which recreation departments have taken a leading part in the observance in recent years are Reading and York, Pennsylvania; Cedar Rapids, Iowa; Fort Wayne, Indiana; and Jacksonville, Florida.

Recreation leaders should consult with the local Music Week committee, where these are functioning, and take the initiative in forming such committees where there are none at present. It is just as well the first year to begin with only a small group, representing a few leading elements in the community, like the schools, colleges, churches, service organizations and women's clubs—or even two or three of these. A modest program is advisable, perhaps only a single concert featuring local talent, or a radio program over a local station, by representatives of the city's musical groups. There is no need of a crowded calendar or a widely

(Continued on page 633)

# Some Leadership "Do's"

By ETHEL BOWERS  
National Recreation Association

IF YOU ARE PLANNING to become a recreation worker you will want to know beforehand what personnel qualifications are important, how to prepare yourself for leadership in recreation, and how to meet some of the situations which arise.

## The Leader's Preparations

The prospective leader will want to make definite preparations from the point of view of physical, mental, and professional needs and requirements.

### Physical Preparation

The play leader should always present an attractive appearance.

*Dress suitably for the occasion.* Party clothes on the playground or at the community center are as out of place as sports clothes at a banquet or picnic, or beach togs on city playgrounds or streets.

*Be well groomed.* Such matters as proper haircuts, shaves, manicures, and conservative make-up are more important than you think. And of course no recreation worker would go on duty chewing gum or with his breath smelling with liquor!

*Get enough sleep.* Loss of sleep may mean short temper and slow wit.

*Eat proper food.* Avoid eating when you are hot and tired and stay away from cheap cafes, especially in hot weather. If this is unavoidable, select foods you know to be safe. A diet of soda pop and hot dogs, especially when you are rushed or overworked, will take its toll, and so will hard-to-digest foods eaten just before an exhausting program or when you are under nervous strain.

*Observe good health habits.* Discover the routine which is satisfactory for peak efficiency and vitality, and follow it.

*Find satisfying personal recreation.* Too violent recreation before going on duty burns much energy.

The demands made by the war on recreation personnel have resulted in the entrance into the field of many young, untrained workers and many new volunteers of all ages. To help equip these individuals for the responsibilities of leadership, some simple, elementary information is offered on phases of leadership which are often overlooked because taken for granted by more experienced leaders.

The material presented is based on suggestions offered by Miss Bowers in talks at recreation training institutes.

### Mental Preparation

A play leader should approach his group in the right frame of mind.

*Have a clear mind.* Leave your worries at home and avoid mental conflicts. It doesn't help to relive a recent quarrel.

*Be genuinely enthusiastic.* It's useless to make a pretense of enthusiasm. Go into some other work if you find you are not generating 100 per cent pure enthusiasm

most of the time. But it's only fair to remember that even the best leaders have "off" days!

*Cooperate with fellow workers.* A chip-on-the-shoulder attitude does something very unfortunate to you. Be careful not to expect or demand all of the credit. It's a case of sharing with others.

*Be friendly with participants.* The greatest troublemaker may have the most unfortunate background and may need your friendship most.

*Be "personally impersonal."* It's easy to be overfriendly and lay yourself open to the charge of having "teacher's pets." Silly sentimentality has no place on the playground.

*Be a "builder-upper."* Avoid being a "tearer-downer," always pricking holes in other people's balloons.

*Show good sportsmanship.* Always try to be the personification of good sportsmanship, fair play, and genuinely democratic procedures. Guard against any tendency to be "bossy," to dictate, to patronize people, to talk down to children.

### Professional Preparation

The good leader never trusts to inspiration to provide a program, but makes adequate preparation for each day's work.

*Make a plan.* Ideas aren't likely to come to you in the middle of a program.

*Try to make your plan work.* But, if it doesn't work, change it on the spur of the moment. Avoid inflexibility as you would the plague!



*Have emergency materials on hand.* Always have in mind games requiring no equipment which you can use at a minute's notice.

*Read, clip, file, keep scrapbook.* Clip that quiz or puzzle you see in the newspaper or magazine. Some day you'll wish you had it!

*Keep growing.* It's fatal to think you know it all. Always Keep growing. Live not only for today but reach out for tomorrow, next week, or next month. Set up objectives for the things you hope to do by next year; then work to accomplish your goals.

*Keep learning.* Think of your education as never completed. Everyone can teach you something, and there's help to be gotten from leaders from other agencies and communities.

*Take courses.* A closed mind is definitely a liability. Courses in public speaking, radio dramatics, commercial art, journalism, practical psychology, sociology, can open new fields.

*Attend conventions.* It's a mistake to be too sure your city has the best program and it can't be improved! At conventions you learn of the best procedures, not only in meetings but in small group conferences and in talking with individuals from other cities.

*Visit other centers.* Every worker develops his own methods. You can learn much from watching others work.

*Experiment and create.* All the instruction you need isn't to be found in books. You'll find greater joy personally and develop better programs if you experiment with ideas and create new patterns to meet your particular needs.

### About People and Their Interests

If your program is to be successful you must like people and understand them. Always remember that individual people have individual interests and preferences. No hard and fast rules can be laid down, of course, and every rule has its exceptions, but here are a few of the different kinds of interests which help make individuals the kind of people they are.

#### Types of Interests

*Athletics.* Some people have special skills in athletic games and sports. They usually prefer

strenuous activity to sitting still for long periods. They are sometimes shy in social gatherings.

*Creative.* People who are creative are frequently unskillful in athletics and do not enjoy physical exertion as much as people with athletic interests. They are often very skillful in music, drama, arts and crafts, and hobbies, and they enjoy the company of other creative people.

*Social.* People with predominately social interests enjoy the society of the opposite sex and are enthusiastic about parties, picnics and dances, especially with members of the opposite sex.

*Mental.* Many individuals are more interested in books and studies than in people. They are often lacking in physical skills and are not clever in using their hands.

Another thing to remember about people is that some individuals are naturally "joiners" and find their enjoyment in being associated with groups. These are the people to whom you naturally turn in starting a social recreation program, for they are usually interested and cooperative, and can be depended on to help. There are many other people, less "outgoing," whose interests must be discovered so that they may be drawn into the program.

It will help you, too, in dealing with people to keep in mind the fact that individuals from their earliest years go through a number of stages of development. These are not always clearly defined and often overlap. People develop differently from childhood to later years and do not follow the same pattern.

It is generally true, however, that in the first few years of their lives boys and girls play together easily and are not conscious of the opposite sex.

Later boys do not want girls around, seem to prefer their own gangs, and pay little attention to girls except, perhaps, to tease them! Girls, too, for the most part seem to prefer their own groups, but many recreation leaders believe that girls often grow out of this stage sooner than do boys.

Before long, however, the time comes when boys and girls become conscious of each other and are shy and self-conscious, though at the same time they are interested. This interest grows with ado-



lescence until boys and girls reach the stage of being very conscious of each other. Someone has said that adolescence is a battleground of emotional upheavals—no one can predict what an adolescent will do! It is for these adolescents, with their contradictory moods and emotional upsets, that the most wise and sympathetic leadership must be provided. People who try to lead young adolescents as they would kindergarten children fail utterly.

### Leadership

The all important essential in developing a recreation program is leadership. Comparatively few people are really creative leaders, with ideas and the ability to transfer these ideas into action. Many others are good imitators, without many creative ideas but capable of putting other people's plans to work. It is the responsibility of the recreation organizer in charge of the program to find the people with creative ability, help them develop it, and give good ideas or patterns to those who are less creative.

In looking for people to serve on committees or councils, to train as junior leaders or as adult volunteers or in selecting a paid staff worker, the following qualities as outlined by one successful executive should be present:

### Character Assets (or wearing qualities)

- Sincerity
- Loyalty to a cause
- High ethical standards
- Courage
- Self respect
- Tolerance
- Dependability
- Adaptability

### Social Assets

- Attractive appearance
- Friendliness
- Pleasant voice
- Use of acceptable language
- Cheerfulness
- Contagious enthusiasm
- Courtesy
- Sense of humor
- Pleasing personality

### Leadership Assets

- Genuine interest in people
- Organizing ability
- Initiative
- Vision of the whole
- Ability to think clearly

- Common sense
- Judgment
- Cooperative spirit

- Creative imagination
- Perseverance
- Abundant vitality

### General Assets

- A general knowledge in many intellectual fields
- Technical knowledge in one or more fields
- Interest in further study

### The Program

#### Planning the Recreation Program

There may be times when it will be necessary for you to work alone in planning and conducting a social recreation program, but the desirable procedure is to have working with you a committee, council or leaders, either paid or volunteer, selected and trained for the activity.

In preparing your program, work with people rather than for them. Before making plans the leader and his assistant, be they juniors or adults, volunteers or paid workers, should have a conference and ask themselves these questions:

What kind of a party are you planning? This is one type which will test your leadership!



Courtesy Department of Public Recreation, Reading, Pa.

*Who?* Whom are we trying to serve? What ages? What sex — numbers of each? What background? What likes and dislikes? What previous experiences — successful? unsuccessful?

*Where?* Indoors—Size? Shape? Advantages? Disadvantages? Outdoors—Suitable? Unsuitable? Transportation difficulties?

*When?* Hours? Day? Week? Month? Season? Nearest holiday?

*Why?* Fun, celebration, loyalty, money raising, etc.

*What?* What kind of a program? Indoors? Outdoors? Dance? Party? Treasure hunt, etc.? Picnic, etc.?

*How?* What leaders? What helpers? What decorations? What supplies? What refreshments, if any, to give or to sell?

After asking and answering these questions to the best of their abilities, the leader and his helpers should begin to formulate a program and select suitable activities based on the answers they have given.

### Some Practical Suggestions to the Leader

*Be in evidence.* When planning decorations and program, be sure to arrange for a distinctive emblem, badge, costume or hat for the leaders to wear so they may be easily found in the crowd and may have the prestige that comes with serving on a committee.

*Be prepared.* Be sure to gather all equipment and supplies ahead of time, and don't have last minute rushes to make prizes or to tie up packages. Have helpers already primed to give out equipment quickly and quietly while the leader explains the game. Most important of all, have emergency material and ideas, and for an outdoor party be sure to have a complete indoor program planned and facilities available.

*Be refreshed.* Don't hurry and worry up to the minute guests begin to arrive. Try to get all preparations completed in time for a rest, a leisurely meal, a bath, and careful dressing and grooming. A hot, worried leader starts with two strikes against him. A well-fed, well-poised, well-groomed leader commands more respect.

*Be at ease.* Wear clothes which are comfortable

"What are the characteristics a leader of adults should possess or try to cultivate for this great adventure in living on a truly adult level? First and foremost, he must have a sound belief in and respect for the right of each individual to develop his latent capacities. . . . To be sure, the leader should help those working with him to discover their own possibilities, but he must not dominate." — From *Adult Education; a Dynamic for Democracy*.

yet suitable. See to it that your mind keeps as cool and orderly as your personal appearance. Take time to chat, to smile, or joke a bit, even if you are scared and sick with stage fright! By all means avoid nervous indigestion by eating easily digested foods some time previous to the program.

*Use the margins.* Use the first few minutes to check all details with your helpers. As the first guests arrive, chat with them to get a sampling of the attendance. Use the odd moments, the margins of time, all through the program to become better acquainted with the guests.

*Feel the pulse of the group.* Draw out the early arrivals, get them to express themselves, to tell what they like and dislike; what they have done recently; what they would like to do. Learn if you can their pet "peeves," the things that thrill them. This is called "feeling the pulse." Build the program as much as possible on the results of this "pulse-feeling."

*Plant the seeds of ideas.* Use these odd moments of time before, during, and after a program to "plant the seeds of ideas," to suggest new programs, new methods, changes which are advisable, wholesome attitudes.

*Redirect impractical ideas.* When a guest makes suggestions which are impossible at the moment, try to praise his interest and change his thinking by a constructive suggestion which redirects his initiative into the right channels. Try not to kill the initiative of such a person, for some future idea might be very helpful. If his suggestions are absolutely out of the question and the guest is insistent, try to pass them off with a smile, a joke, or a promise to consider them later when you are not so busy. Or take him off in a corner and have a heart-to-heart talk with him on the pros and cons of such a program under these circumstances.

*Find a niche for everyone.* Every group has its misfits, those who are too shy, too noisy, very slow, very quick, very aggressive. Try to spot them early, and with a nice word and a smile find a niche for them. One of the best answers is to give them activity, something to do with their hands, move furniture, open windows, help with decorations, be score keeper, or, if dependable, be captain or leader of a group.

**Prime leaders.** At planning meetings, and again before the program starts, be sure to remind your leaders of their parts in the program. Many spontaneous appearing programs are really very well-planned because "sub rosa" leaders are primed for their parts.

**Place leaders.** Scatter your leaders in the group where their abilities or knowledge or your instructions will give the best results. This is especially important in grand marches and square dances where trained people are expected to take the leading places and the most inexperienced take the last positions; and in many games and stunts depending on a few who "are in the know" to volunteer apparently spontaneously to be the "goat" or to perform some special part.

**Give responsibility.** Give as much responsibility as you can to helpers and volunteers, and even the guests themselves. However, be careful. Do not give too much to an individual who is not prepared for it, for if he fails he will be very discouraged. Give only as much as he is ready to take and to handle successfully.

**Help folks to succeed.** After giving responsibility, allow people time to work out their own methods. But if you find they are not succeeding, try to help with a smile, a word of praise, constructive suggestions and, if absolutely necessary, pitch in and do the job with them, but give them all the credit and praise.

**Give credit.** Be sure to thank those who help! Not to do this constitutes a serious omission. Here are some of the ways in which members of boards, councils, committees, clubs, and leaders can be thanked for their service:

Thank them in person, privately. Write a letter of thanks, or better still, have the president of the organization, or someone in authority write on official stationery. Thank them in public. During or at the end of a program be sure to give public

recognition to the people who have made the event possible—the council or committee members, your assistants, the pianist, any entertainers, those who were responsible for the decorations, favors, or food. Ask them to stand up and receive the applause of the audience. Tell of their fine work and praise them in front of others.

Reserve seats for your volunteer leaders at important functions, or have them sit on the platform. Give your volunteers badges to wear when on duty and certificates, preferably with the seal of the city imprinted on them, at some annual

banquet or founder's day. Honor them with a party, picnic, or banquet. Post their names on the bulletin board. If possible get their names in the local paper. Take snapshots of them and post on the bulletin board with their names. Get a news camera man to take an official photograph to publish in the paper. Include their names in your annual report.

### Conducting the Program Some Questions and Answers

**Where to start?** Start a program at the far end of a room away from the entrance, with the players gathered in a corner around the piano, a table, or some other rallying place not too near the point of arrival. Or, if out of doors, near a platform, the steps of a

building, or in the shade of a large tree.

**When to start?** Always on time, when the first two or three people arrive. Never start late and never keep people waiting until all have arrived or certain dignitaries are seated.

**Where to stand?** So that your back is to a blank wall, bushes, trees, or open space without moving objects. Face the group and any moving objects there may be such as late-comers or glaring lights. Always arrange it so that the group will not face these distractions.

**What do you think about?** Something like this: "These people are my friends. They are human beings with emotions. They may be tired, worried,



Courtesy Recreation Department, Houston, Texas

**Be constantly on the lookout for boys  
and girls with leadership abilities**



jittery from the day's duties. Each is thinking his own thoughts. What can I do to help them enjoy each others company, think and act joyously together, to relax and forget themselves and go home refreshed?"

*What to do?* Think through carefully what you are going to do and say to break the ice. Plan the first game step by step. Know how you are going to present it and to organize it. Be sure you know the rules. Decide who will start the game, what he will do as a first and second step, and what the others will do.

*What to say?* Be yourself! Be friendly. Use simple informal words, "Hello, people," "Good evening, everyone," or "Well, here we are, already to start."

*How to enlist cooperation?* If you have already met with the committee or council you will have urged them to arrive early and to enter enthusiastically into anything you suggest. If such leaders are not present, enlist the cooperation of the first arrivals by such simple remarks as "Let's get something started," "Will you help me pep up this crowd? I need your help."

*How to arouse curiosity?* One of the best ways is to get a small compact group of people laughing and shouting so the late-comers will draw near to see what's going on. Another way is to motion the players to come to you with such an invitation as "Come here a minute. I have something to tell you (or ask you, or show you)." Some leaders have a simple game, stunt, or trick they can start playing until one or two show interest and are allowed to try their hand at it. Other leaders sit down at a piano and start playing singable songs until a crowd just naturally gravitates to the piano.

On some occasions it is necessary to be introduced by a chairman or master of ceremonies, but this is a very formal, cold method and the leader must counteract it by some informal friendly remarks.

*What to select?* The first few activities are very important. Choose games which are simple but not childish, and that are well known—but have a new twist—or easy to learn. Rhythm is an excellent means of binding people together. Music helps them forget their worries and get into the play spirit; stamping and clapping help relieve tension and overcome shyness, and jumping up

or stretching and shouting give those with too much energy a chance to blow off steam. If we can combine all of these with a good laugh, we have the perfect ice breaker.

*The leader's attitude?* Always keep in mind the old saying "you can catch more flies with honey than with vinegar." Never blow the whistle unless the game demands it, then make it short and sharp. Don't be a traffic cop, don't be bossy. Don't drive.

*What expressions to use?* Instead of saying "you must," a wise leader says, "I would like you to," "If you will," "If you please," "Will you now," "If you don't mind, please."

*How to put people at their ease?* Try to get them laughing. Bring in the shy ones and the late-comers with a personal word or get your helpers to encourage them to join the group. Give shy ones something to hold or do with their hands. Find partners for them or get your helpers to draw them into the game.

Praise people through such phrases as "That's fine," "That was well done." But always be sincere in your praise.

*How to emphasize your instructions?* Instead of repeating your instructions after you have given them the rules of the game once clearly, carefully and slowly, ask them where they go, what they do first, second and so forth. In this way you not only repeat your instructions but you emphasize them, hold the attention of the players, and give the noisy ones a chance to use up their excess energy by shouting the answers.

*How to control noisy participants?* Such people are seldom really antagonistic. They are merely show-offs or have too much energy. Don't boss them, cross them, or "bawl them out," but persuade them into cooperation, and always with a twinkle in your eye. Praise them, play them up so they are conspicuous in a friendly way, such as "Now this tall young man can do it, I'm sure" or "This group of boys wants to sing, so we'll let them sing for us right now." Never, by any sign, let them know that you have lost your temper.

*How to handle troublesome players?* Occasionally one or two individuals will create such disturbances that some action must be taken. In handling the situation your first approach may be to the group as a whole. Make your appeal to them, perhaps in this way, "Now listen, people, there are 100 of

"Leadership is the most important factor in a successful program of recreation. The problem is to devise leadership where it is lacking, and to improve the quality of leadership where it is found."  
—Ray Lyman Wilbur, LL.D.



you and only one of me. How about giving me a break? I can talk pretty loud but not as loud as 100 of you talking at once. How about quieting down while I give you directions, then when we play the game, make all the noise you want. Will you help me out?"

Perhaps it will be necessary to secure the help of some members of the group. Explain the problem and ask them to work with you on it in a quiet friendly way. One leader asks her committee members to help her at parties by scattering throughout the group mixing in and playing the games, but always being on the alert for trouble.

A friendly talk with the troublemaker may solve a problem. If it is possible to praise him for anything he has done, do it at the beginning of the talk and finish on a friendly confident note that the trouble will not happen again.

*How to correct mistakes?* If an individual is making a mistake, move slowly, quietly toward him, while looking elsewhere, and speak to him softly while still looking away using a sentence such as "If you use the right foot it would be better," or "Try turning to the left—it's easier." If many of the group are making mistakes, stop the game and say, "You're doing pretty well, but let's try to get it smoother." Never embarrass anyone making mistakes by speaking aloud or telling everyone that "the lady in the red dress is doing it incorrectly."

*How to select people to demonstrate?* If possible, train one of your helpers to be your partner or to demonstrate an activity. If no helper is available, observe the group as you give instructions and select an active, alert young person who is quick thinking, calm and poised. Usually for folk and square dances it is preferable for a woman leader to select for her partner a young girl shorter and lighter than herself, one who seems to have good coordination. It is very difficult for a woman leader to demonstrate a folk dance with an untrained man who is tall and heavy and who becomes stiff with embarrassment when brought out in front of a group.

*How to give directions?* Give people time to think! Speak slowly when they must digest what you tell them. Speak clearly at all times. Pause frequently. When asking someone to start a game make your request, then keep on talking while he collects his wits and is prepared when you stop talking and want him to start. Nothing is more embarrassing than to be called upon to perform

and have many eyes focused on you while you go through the tortures of stage fright and having your mind go blank. *People must have time to think.*

### Things to Remember

*Give all a chance.* Try to include all in your activities—all ages, all types, both sexes, all abilities. If some of the group do not wish to participate, do not urge them and do not make them conspicuous, but at least invite them to join you so that they will feel that they're wanted.

*Never have "goats."* It is poor leadership to make someone the goat of a stunt, putting him in an impossible situation, holding him up to ridicule, having people laugh at his discomfort.

*Watch out for amateur hour performers.* Be sure they have high standards, suitable costumes and programs.

*Be on guard against "show-offs."* Don't let them spoil the fun of the others. Avoid showing shock! There are always people who will try to get you excited, shocked, or worried.

*A word to the wise.* Keep what you are told to yourself or, if it seems of sufficient importance, tell it only to the proper official. Sometimes be ignorant! If there are hard feelings it is best to ignore them when conducting a program.

*Invite the players to come again.* Just before the closing activity be sure to call all the players up close to you as you stand on a platform, bench, or some slight elevation, and tell them of coming events, urge them to return and tell their friends about "our good times" and bring them along next time.

*A program must never peter out.* Always end on a high note with a lively activity, a friendly song, or a patriotic theme. Your job is not done until you've said a word of farewell to as many individuals as possible and expressed the hope that you would see them back bright and early the next time. Keep on smiling until the last person is gone.

*Cleaning up.* Before the party even starts it is well to assign certain people to the cleaning up job at the end. These are usually your committee members or helpers. If no one has been appointed, try to enlist the cooperation of those who have lingered by saying something like this, "I need a tall man to help me. I wonder if you'd mind closing windows for me?" The leader should always pitch in on the cleaning up job, making a game of it with a laugh or joke or his own contagious en-

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# What They Say About Recreation

"THE MILLIONS OF PEOPLE who have to get essential goods to the soldiers and sailors cannot do that job without health and reasonable relaxation to store up energy."—Charles P. Taft in *Junior League Magazine*.

"Painting, drawing, craft work, music and other art activities will function not to distract people from the war effort, but to keep them calm and resolute in the face of it."—From *Education in Wartime and After*.

"Recreation has a place in war as well as peace. It can be a saving factor in a struggle which demands that all of us shall be able to give our best efforts on all our fighting fronts, and home and abroad."—Florence Kerr.

"The crafts comprise the background of our daily living and we take them for granted, forgetting how plain and forlorn the world would be if we took away the products of skill and resourcefulness and limited ourselves to the bare essentials of nourishment and shelter."—Thomas Craven in *The Story of Painting*.

"There is need for a recreation middle ground between dives and divinity."—Thomas A. Banes, Chairman, Norfolk, Va., Recreation Commission.

"Recreation is the pleasurable and constructive use of leisure time. It is a physical and mental need, a necessary relaxation and release from strain."—From *A Study of the Park and Recreation Problem of the United States*.

"Thoughtful men have always recognized that only in our leisure can we cultivate those qualities and activities that are distinctly human—thinking, making music, and giving body to our own dreams of beauty."—Benjamin C. Greenberg.

"We believe in the vital importance of recreation in a democracy; that the spirit of recreation is the spirit of good will, of peace, of restful living, of creativeness."—From the *Code of the Bay City, Texas, Recreation Council*.

"In time of war it is imperative for communities to recognize that recreation is an essential part of their obligations to their citizens—new or old."—From *Spare Time*.

"The need for human contacts and for a satisfying relation with others is accentuated rather than diminished by the strains of war but is one of the chief needs of young people as well as of adults in war or peace."—David Cushman Coyle.

"We in America are fortunate in having a music that is still living and is still being made by plain folks."—Elsie Singmeister.

"Experience has demonstrated that under the conditions of city life no function of government is more intimately connected with the welfare, health and happiness of the people than that of supervised recreation."—Thomas M. Eaton.

"Recreation is the best means of expressing the creativeness, the individualism, that makes one not like his brother. The kinds of recreation that a man chooses are therefore very important to himself, and, to a lesser degree, his community, the place where he lives."—William J. Pitt.

"Music and dance, although independent arts, often intensify each other when combined. They are closely akin because both grow out of the same root—that basic element which underlies all of music and dance and life—rhythm."—Leopold Stokowski.

"The most important hour that a man lives is the hour when he chooses what he will do after work."—Jane Addams.

"Now, of all times, the restful, rebuilding, healing power of recreation must be released to all the people. Recreation is a source of spiritual power from which one returns with renewed spirit."—Charles L. Tilden.

"If we could learn how to balance rest against effort, calmness against strain, quiet against turmoil, we would assure ourselves of joy in living and psychological health for life."—Josephine Rathbone.

"We have propaganda enough in this country for the art of music. What we need is practical direction of the nation's resources and capacities in the field. . . . There must be useful work in music for all."—Howard Taubman in *Music On My Beat*.

# Suggestions for Youth Recreation Programs\*



*Courtesy Lancaster, Pa., Recreation Association*

With the concern which exists over problems of recreation for young people, a statement that gives practical suggestions for organizing and conducting programs for teen age boys and girls will be read with much interest

**S**INCE NO TWO communities are alike, no two youth programs can be alike; and it has not been the intention of this study to set a hard and fast pattern for youth recreation. Two definite convictions, however, motivate this study: first, that youth needs wholesome recreation opportunities; and second, that recreation programs for young people should give them the widest opportunity to participate in the direction and planning of their own programs.

## Community Planning for Youth Recreation

### Determining Needs

Before a youth program is established, community groups concerned with youth problems should generally be brought together to study the local situation and to decide whether the existing youth program—if any—is adequate and, if found inadequate, what the needs are. Such an over-all planning committee should have wide representation and should include among others the following groups:

- Representative Young People Themselves
- Public Education and Recreation Agencies
  - Municipal Recreation Department
  - Municipal Park Department
  - Department of Education
- Public Correctional Representatives
  - Probation Officers
  - Juvenile Court Judges
- Representatives of Welfare and Health
- Semipublic Agencies Working with Youth
 

Y. M. C. A.	Girl Scouts
Y. W. C. A.	Y. M. H. A.
Boy Scouts	and others
- Churches
- Civic Organizations

The committee should make some analysis of what is now being provided by public and semipublic agencies and by commercial interests in the field of youth recreation. The use being made of existing facilities and the participation of youth in existing programs must be examined. It is not enough to have available recreation opportunities unless youth itself feels that it has some part in program planning and direction.

\*Extracts from a statement prepared by the Committee for the Study of Teen Age Recreation Problems of the Florida Association of Recreation Workers.



### Mobilizing Community Resources

In order to get a program under way some type of adult advisory committee may be formed. Usually a representative youth council is organized. Often these two groups meet jointly to attempt to work out a plan of action. The program itself may be instituted in one of several ways or a combination of ways, such as:

Opening of a youth center or a new program by an existing recreation agency with the help of the advisory committee and the youth council

Expansion of the existing programs of recreation agencies and the organization of a youth council to plan with existing agencies

Setting up of a new program under the direction of the youth advisory committee and the youth council. Often the assistance of existing agencies is secured to provide leadership and financial support.

### Adult Advisory Committees

The adult advisory committee may grow out of the planning group and function on a city-wide basis, or it may be organized to serve as a sponsoring group for a specific center or for the program of a single recreation agency. The following are some of the types of advisory committees now in operation:

#### Council of Youth Agencies

Representatives of youth agencies act as the advisory committee for the youth council and as a steering committee for a youth center program.

#### Community Advisory Council

This is made up of interested individuals and representatives of civic organizations.

#### Advisory Council Organized by a Youth Agency

Designed to sponsor the program of one particular agency, such councils have been organized by schools, recreation departments, Y. M. C. A., Y. W. C. A., and others to act in an advisory capacity.

#### Advisory Council from Adult Civic Organizations

In some cases a youth program is instituted by a civic organization which sets up an advisory committee to develop and supervise the program.

### Organizing Councils of Representative Young People

Along with the adult advisory committee there may be established also a council made up of young people themselves. It may be one of the following types:

#### City-wide Youth Councils in Large Cities

These may be made up of representatives from each junior and senior high school of the city, in-

cluding parochial schools, with representatives chosen through appointment by student officials or through election by means of student government machinery.

Where several youth centers are operating in a city, the city-wide council might be made up of representatives from these various centers.

The council may be made up of representatives from youth agencies—Y.M.C.A., Boy Scouts, Y.W.C.A., Girl Scouts, city recreation department, schools, etc.

### Youth Councils in Smaller Communities

The council members may be elected from the schools on a class basis. Generally these include grades 9 through 12.

Representatives may be elected from among those who participate in the program. Election here, too, may be representative of grade groups; or it may represent various hobby and interest groups.

The adult advisory group, school, or adult youth agency authorities may appoint the youth council.

### Functions of Youth Councils

With the help of the adult advisory committee, the youth council should serve in the following fields:

- Selection of personnel
- Securing and developing facilities
- Preparation of budget
- Securing of funds
- Purchase of equipment and supplies
- Determining rules and policies
- Planning programs
- Inaugurating service projects

### Relationship Between Adult Advisory Committees and Youth Councils

The two groups may meet together, either regularly or occasionally.

The center director may relay the decisions between the two groups, which may meet separately.

The adult group should serve as a sponsoring agency and keep the program on an even keel, giving especial help with financing.

Decisions relating to activities and facilities should be left as much as possible to the youth councils.

### Operation of Youth Centers

Many of the youth recreation efforts have included as part of their programs youth centers—either separate buildings or rooms set aside completely for the use of young people. These generally serve as meeting places for youth groups, "drop-in" centers, and activity centers for hobby groups of various kinds.



### Starting of Centers

The representative planning group may have decided that a need existed for one or more youth centers. The group would then consider how such centers should be financed, what facilities would be available, how leadership might be secured, and the type of administrative organization that would allow maximum youth participation.

In many cases it will be found that one of the established youth-serving agencies, public or semi-public, may be able to provide the needed services.

### Management of Centers

#### Center Advisory Committees

These may be the same group as the city-wide advisory committee or a separate group whose main responsibility is the operation of the center. They should be made up of adults sympathetic to the problems of youth who will work as a unit to assist in the operation of the center. The committees should pass on matters pertaining to finance, publicity, volunteers, and gen-

**A watermelon party, with all they could eat, was one of the social activities given for intermediate boys and girls of Roxana, Illinois, by a committee of townspeople**

eral service for the center. They may sit in a joint meeting with the youth council.

### Youth Councils

These, too, may in some cases be the same as the city-wide youth council; or, in large cities especially, concerned with the operation of a specific center. Special center committees are generally also desirable. These might be:

Executive committee (composed of youth council officers and perhaps chairmen of the other committees)

House committee (to set up rules pertaining to the house and equipment, the answering of the telephone)

Program committee

Membership committee (to secure members, give out membership cards)

Canteen committee

Service committee

Publicity committee

Other temporary committees, for special events such as dances, tournaments, games, and entertainments



*Courtesy Roxana, Illinois, Recreation Department*

### Leadership

Adult volunteer leadership can render outstanding service in youth centers. Experience has shown, however, that some paid leadership is necessary to the successful operation of centers. Such leadership should have the ability to assist youth in planning programs rather than to superimpose programs on youth. Leaders with professional training adequate for their duties should be sought.

The duties and responsibilities of the center director include: supervision of maintenance and janitorial services, ordering and caring for equipment and supplies, establishing community relationships, conducting special activities where the skill of a volunteer is not sufficient, keeping records and making reports and other clerical work, acting as a resource for the youth and adults in planning the programs for the center, and, where necessary, training volunteers for the specific duties which they are to perform.

### Facilities and Equipment

In most cases ideal facilities are impossible to obtain. A small amount of money and labor spent in remodeling a store building or community center room may provide a usable facility. In many cases the young people themselves will help secure furniture and redecorate and plan the needed changes in facilities.

The atmosphere of a youth center should be wholesome—clean walls and floors, airy, light, with furniture in good condition—not just worn-out, discarded junk.

The equipment in the center will be determined by the use for which the center is intended. If it is to be a drop-in center only, it will need less equipment than if, in addition, it is to be used as a center for hobby groups and recreation activities.

#### Essential equipment

- A good floor for dancing
- A juke box or piano (preferably both)
- A snack bar
- A lounge and reading area
- Tables for games
- Office or desk for records

#### Desirable equipment and facilities

- Table tennis tables
- Separate rooms or sections for committee meetings and for hobby groups (such as photography,

music, woodworking, airplane modeling, and other crafts)

Storage space for equipment and supplies

Pool tables

Adjacent outdoor areas for sports and other activities

Skating area

Swimming pool or bathing beach

Library

Outdoor cooking

Auditorium space

Gymnasium

As far as possible, the recreational resources of the community should be enlisted through the program from the center.

### Financing of Centers

Most centers can be financed through one of the following sources or a combination of these:

- Municipal government
- Recreation department
- School board

Community chest

Sponsoring organizations (as Y.M.C.A., Y.W.C.A., Lions Club, Rotary, etc.)

Club or center membership (monthly or yearly dues)

Gifts and donations from individuals

Profits from snack bar or canteen within center

Community drive for center funds.

Two types of financial support will be necessary: first, funds for the securing of a facility, its renovation, and the securing of equipment; and second, operation expenses on an annual basis. Donations of money and equipment have generally been available for the establishment of the facility. It is generally best, however, to tie the operation expenses with some permanent financial set-up to insure the permanence and stability of the program. In some cases it has been found feasible to secure, through gifts, funds necessary for rent and other operation expenses, and to depend on the city or community chest for the paid leadership which is generally one of the largest items in a center budget.

An annual budget should be prepared with youth participating in its preparation. Good expenditure procedures should be set up and strict accounting made of all funds.

Some centers have found it advisable to make small membership charges. These generally should go into the general operating budget of the centers.



*Courtesy Roxana, Illinois, Recreation Department*

Charges are often made for special events such as holiday dances. This money is usually used to defray the cost of special music, decorations, or refreshments.

#### Problems of Operation

Center operation problems should be the concern of the youth council in cooperation with the adult advisory group. Among the problems to be settled are:

- The ages and groups the center is to serve
- The basis of membership or use of the center
- Rules governing the operation of the center
- Registration of center users
- Membership cards
- If a constitution and bylaws are drawn up, the following should be considered:
  - Election of officers and terms of service
  - Appointment of committees
  - Voting procedures
  - Membership
  - Bylaws governing organization and use of center

#### Program Suggestions for Youth

Young people themselves are the best judges of the activities in which they wish to participate. They should at all times have a part in the plan-

**An interested committee of Roxana citizens assumed responsibility for arranging a series of parties for boys and girls of junior age level**

ning and direction of such activities. There is always present a temptation for the paid and volunteer leaders to feel that

they know what to plan. A superimposed program will generally not bring a wide response.

Some youth councils have found it wise to get from youth an expression of what they wish to do. This may be done through individual questionnaires filled out through the cooperation of the schools or through securing expressions of opinion from large groups of young people. A questionnaire affording opportunities to check a wide variety of activities may provide the basis for planning hobby groups, social events, athletic programs. The questionnaire may also show the time available for recreation and the need or lack of need for expanded programs in youth-serving agencies, schools, and youth councils.

#### Recreation Activities in the Youth Program

The following list is meant to be suggestive of the types of things young people enjoy:

- Lounge and "drop-in" center, containing reading room
- meeting place for youth groups and informal gatherings

*(Continued on page 640)*



# United Front for Youth in Fort Wayne

**P**ROMOTERS of an idea that soon engulfed the entire community, the Boys and Girls Committee of the Lions Club in Ft. Wayne, Indiana, took action recently against the threat of juvenile delinquency by inviting all agencies interested in young people to come together at a public meeting and discuss the problem as it affected the community. Of even more immediate value to Ft. Wayne was the fact that the subject did not lie fallow in the pages of a secretary's notebook. A second meeting, convoked when enthusiasm and energy were still in the effervescent stage, disposed of the matters of electing officers, expressing aims and policies, and naming this new functioning group. It was in this fashion that the Wayne Youth Commission was born.

The Commission has a number of accomplishments to its credit, but it is its "Teen Canteen" which appeals most to the imagination. Once a downtown youth center had been proposed, the Junior Chamber of Commerce undertook the task of locating a building and equipping it. Women's clubs cooperated with the commission's Youth Center Committee and the results were remarkable in these days of war shortages. A four-story building was secured and was furnished with an eye to the complete social recreation needs of the young people of the community. Furthermore, an energetic finance committee has, by private subscription, raised funds to date amounting to about \$6,000.

For five days early in November parents of Ft. Wayne, teachers, city officials, business men, and high school boys and girls themselves came in throngs to view their new "Teen Canteen." Community interest in this venture has been of widest latitude, for at least thirty-eight local agencies are represented in the Wayne Youth Commission. During those five days young people who were eligible registered for future attendance, and on the sixth

**"A united front against Fort Wayne youth's problems" is the slogan of the Wayne Youth Commission which, with the young people, is tackling some of the problems that the war has intensified in many cities.**

Fort Wayne's Youth Center contains a large auditorium or dance floor with a stage; a soft drink bar; lounging rooms; game rooms; executive offices, and the headquarters of a number of youth organizations in the city. The basement will be used for games and will have a dark room, handcraft shop and other facilities for hobbies.

day—Saturday night, to be exact—600 of them paid admission to a dance on the spacious third floor which serves either as dance hall or as auditorium. In the meantime the second floor, the chief attraction of which is a

canteen and a juke box, was so crowded "you could scarcely walk through it," according to an interested adult spectator. The first floor, with lounge and check room and tables for playing bridge, was also jammed to capacity. Sixteen hundred youngsters were proving that the time, the expense, and the energy spent on the project had not been wasted.

Membership figures reached the 3,500 mark before two weeks were up. With dues of fifty cents a year and with funds coming in from dance admissions and from the juke box, the committee feels that within a year the canteen will be self-supporting.

## Rules and Regulations

Eight representatives from each of the public high schools make up a student council which keeps the Wayne Youth Commission informed as to the views and desires of Ft. Wayne boys and girls. This council has worked out, together with a policies committee composed of adults from the commission, the following regulations which have been adopted for the administration of the "Teen Canteen."

**Membership.** Membership in the Teen Canteen shall be limited to those of teen age, resident of Allen County, who are not attending grade school.

No person who is in service uniform, except a father, mother, brother or sister of a member, or who is married, or who is over nineteen years of age, unless in a supervisory capacity, shall be admitted for participation.

Any person violating any rule, or guilty of unbecoming conduct, may be expelled upon majority vote of the Student Council or by the

(Continued on page 642)



# Art with a Little a

By ROCKWELL KENT

**A** LAW SUIT was in progress: an architect was suing his client, or the client was suing his architect, or — and most likely — they were suing each other. And somehow or other I had been called as an "expert" witness.

"What is your profession?" asked the lawyer.

"I am a painter," I said.

The lawyer looked a bit confused. The judge looked up.

"Painter?" said the judge. "Do you paint houses?"

"No, I paint pictures," I answered.

"We call that being an artist," said the judge very pleasantly.

"We picture painters," I answered, "leave it to others to call us artists if they think that we deserve the title. To ourselves we are just painters."

And if the business of the court that day had been to settle this matter, I might have continued by explaining that our incentive in painting pictures, chiseling in stone, modelling in clay, carving in wood, engraving in metal, in practising any or all of what are called "The Arts," is the love of making things with our hands. In other words: the

You can feel the sea in this pottery designed by Rockwell Kent and executed by the Vernon Kilns in Los Angeles

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"Our incentive . . . in practising any or all of what are called 'The Arts,' is love of making things with our hands," states Norman Rockwell in his article, reprinted by permission from the May 1943 issue of *Craft Horizons*.

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artist is first, last and always a craftsman. The definition that "genius is the infinite capacity for taking pains" is a recognition of the infinite labor that goes into art. It is a recognition of the supreme importance of craftsmanship.

If the business of the court that day had been to settle legally and, on that basis of common sense which is presumed to underlie the law, to divest the whole subject of art of all the metaphysical nonsense with which it has been clothed and restore to art as a universal human activity its fundamental right to be regarded as a useful craft, the judge and jury, the lawyers and the witnesses, might have rated immortality.

At any rate, all hearsay and conjecture, all imagining and generalization on the part of witnesses would have been barred as immaterial and irrelevant. No goddess Inspiration, no reference

(Continued on page 638)



Courtesy Craft Horizons

# A Teen Age Recreation Survey in Long Beach

**P**UBLIC RECREATION programs, once successfully established, have a tendency to follow a pattern—a tendency to resist change. Certain activities may be stressed season after season and year after year simply because administrators know that they are wholesome and because they consistently attract a certain average of participation.

Wartime conditions have a tendency to disturb complacency and to impel appraisal of what is being done so that an even greater contribution may be made to community happiness and welfare, especially juvenile welfare.

Both of these observations apply aptly to the Long Beach coordinated school and municipal recreation program in which a list of activities has been built up and carried on consistently over a period of fifteen years. This has been a large program, particularly in the fields of aquatic sports and athletics. The fields of art, music, rhythms, dramatics, and handicraft were also served, and social recreation had a prominent place. However, the lack of an adequate and challenging social recreation activity program for the teen age group was apparent, and this was the age of those whose conduct was beginning to attract comment from one border of the nation to the other. The impact of war was doing something to these youngsters, and it became evident that recreation programs needed to be overhauled to make them more effective.

Prompted by the desire to keep pace with the needs of the times, problems were studied from several points of view. As one move which seemed logical it was decided to approach junior high school and senior high school boys and girls to get an expression of opinion

*By* **WALTER L. SCOTT**  
Director of Municipal and School Recreation  
and  
Supervisor of Physical Education in Schools  
Long Beach, California

**Boys and girls of Long Beach tell what their recreational interests are, what they like best to do, and what additional activities they would like to have**

regarding their recreation preferences. A questionnaire was designed and circulated, and, as a result, the Department has at hand the statements of 3,340 students—a total which provides more than a mere sampling and which should be a reliable indication of the general

preferences of the age groups represented.

## **We Asked Them —**

Omitted from the suggested activities list were reading, movies, usual types of commercial recreation, and purely spectator pastimes in general, not that many such activities are not good recreation but because such things are commonly outside the scope of supervision by a public recreation department. The mention of many of these activities in the report on hobby interests may be noticed. Also omitted was football, a popular sport more frequently associated with school physical education activities. The fact that mention of this sport was possible only by writing it in constituted a disadvantage as compared with other team sports. Oddly enough, by the write-in method, football was nineteenth in the "doing" column for both junior and senior high school boys.

The physical education instructors in the various schools assisted in making the survey by distributing the blanks to their regular classes, giving

uniform and previously agreed upon explanation and instructions, and collecting the blanks and delivering them to the central office. Since physical education is compulsory and is participated in by all boys and girls in the Long Beach schools, the students approached represented a perfect cross section of the youth of the community of the age groups included. The

Long Beach, California, is a seacoast community, a home port of the Pacific Fleet in peacetime; in wartime, the center of vast military, naval, and industrial activity. According to the latest census, the population was 163,271 in 1940. Today it is estimated at from 225,000 to 250,000. Surf and still water bathing are among the natural advantages which have been highly improved. Existing parks, playgrounds, athletic fields and clubhouses are a credit to the city. On the other hand, the city is without publicly-owned swimming pools or gymnasiums. Climatic conditions encourage outdoor activities during the greater part of the year.

blanks were simple in form, presenting a list of thirty-eight activities, all but four of which were regularly supervised. Ample blank lines were included for write-in additions. Three questions were asked, all to be answered by simple check marks. These questions were:

1. "What activities do you frequently engage in?"
2. "What are your three best-liked activities?"
3. "Indicate the activities concerning which you would like more information and greater opportunity."

Included on the blank was space for writing in three hobby interests. No suggestive list was provided.

### What the Survey Revealed

No doubt it is natural that in a city located on the seacoast the activity which placed first as a

best-liked sport frequently engaged in was swimming. This was the decision of all groups in the survey. All but the senior high school girls listed it as the activity in which more knowledge and opportunity were desired. Swimming was also listed as the leading sports hobby for all groups.

Perhaps the most direct way to give the reader the salient points revealed in the questionnaire returns is by tabular arrangements. This may be done by showing the place on the list given each activity—that is, whether its place is first, second, or third, etc., in the number of votes given it. As explained, each student checked three columns on the questionnaire which we will specify as "doing," "liking," and "more knowledge." For convenience this table is divided into two parts, the first giving the activities which headed the survey in positions numbered from one to ten:

DOING	SENIOR HIGH BOYS LIKING	MORE KNOWLEDGE
1 Swimming	Swimming	Swimming
2 Basketball	Basketball	Boxing
3 Baseball	Camping	Wrestling
4 Softball	Baseball	Model aircraft
5 Model aircraft	Model aircraft	Life saving
6 Camping	Social dancing	Baseball
7 Handball	Boxing	Basketball
8 Social dancing	Softball	Fishing
9 Fishing	Fishing	Camping
10 Gardening	Wrestling	Tennis
DOING	SENIOR HIGH GIRLS LIKING	MORE KNOWLEDGE
1 Swimming	Swimming	Tennis
2 Social dancing	Social dancing	Social dancing
3 Tennis	Tennis	Swimming
4 Volley ball	Camping	Dramatics
5 Basketball	Softball	Camping
6 Baseball	Dramatics	Badminton
7 Softball	Basketball	Life saving
8 Camping	Volley ball	Handcraft
9 Badminton	Baseball	Fishing
10 Gardening	Badminton	Volley ball
DOING	JUNIOR HIGH BOYS LIKING	MORE KNOWLEDGE
1 Swimming	Swimming	Swimming
2 Baseball	Baseball	Baseball
3 Softball	Model aircraft	Model aircraft
4 Model aircraft	Camping	Boxing
5 Basketball	Softball	Wrestling
6 Camping	Basketball	Camping
7 Boxing	Fishing	Fishing
8 Fishing	Boxing	Basketball
9 Wrestling	Wrestling	Softball
10 Track and field	Football	Life saving
DOING	JUNIOR HIGH GIRLS LIKING	MORE KNOWLEDGE
1 Swimming	Swimming	Swimming
2 Baseball	Social dancing	Social dancing
3 Social dancing	Tennis	Tennis
4 Basketball	Baseball	Dramatics
5 Volley ball	Camping	Camping
6 Softball	Dramatics	Baseball
7 Paddle tennis	Sketching	Badminton
8 Tennis	Group singing	Life saving
9 Group singing	Softball	Sketching
10 Gardening	Artercraft	Paddle tennis

NOTE: Of these activities, all were regularly supervised by the Long Beach Recreation Commission before the time of the survey except social dancing, camping, boxing, and wrestling.





Photo by Jasper Nutter

Day camping at Camp Sea Hawk is one of the most popular activities for boys in the summer program

Everyone examining this table must agree that, first of all, it reflects keen interest in clean, active recreation, and in this respect it is a tribute to the wholesomeness of the four groups represented. These young people are not "going to the dogs" as some would have us believe. Those who can remember the old days, before the organization of supervised public recreation had made much progress, know the dangers which confronted the teenagers of that day when much idle time was spent in hanging around smoky pool halls, livery stables, and the corner saloon. Today's off-side amusements include certain taverns and road houses, indecent shows, and the badly supervised type of public dance halls. In the face of all of these things it is heartening to realize that young people are benefiting so decidedly through present-day recreation programs.

Close study will reveal both remarkable similarities and striking differences between the several sections of the table, but all following a pattern which appears highly consistent. One point which may have great significance is the similarity between the likes of high school and junior high school girls. This may reveal a degree of maturity;

on the part of the juniors beyond that with which they have generally been credited. For instance, in the "liking" column, the first six activities named are practically the same for the two groups, as are the first five in the "more knowledge" column.

As girls listed baseball high in the "doing" column, we infer that some may have confused it with softball, although some may have reported their spectator interest in the sport.

Swimming, as previously pointed out, is at the top throughout the lists, except that it takes third place on the list of what senior high school girls want to learn more about.

Life saving, a related activity, is too far down the list to appear in the table showing the first ten activity interests in either the "doing" or the "liking" column, but in the case of the "more knowledge" column it appears for all four groups.

In the "doing" column, gardening was in tenth place in three of the four lists, and in the case of the fourth it was eleventh. This is a remarkably uniform listing, but equally noticeable is the fact that it missed placement on any of the "liking" or "more knowledge" lists in this table.

Undoubtedly the position of social dancing on these lists has attracted the attention of the reader. This activity is in second place on the "doing" list for senior high school girls, and third on the same list for junior high girls, and it is in second place on both the "liking" and "more knowledge" columns for both senior and junior high school girls. With high school boys it is eighth in the "doing" column, sixth in the "liking" column, while it missed listing in this table by being eleventh in the "more knowledge" column. In the case of junior high school boys it does not get into the first ten groups at all, being twenty-first in the "doing" column, thirteenth in the "liking" column, and twelfth in the "more knowledge" column.

Tennis is high on all lists for both senior and junior high school girls. In the case of the boys

it is in tenth place in the "more knowledge" column for the high school ages, thirteenth on their "doing" list, and eleventh on their "liking" list. With junior high school boys it was twentieth on their "doing" list, and eighteenth on their "liking" list.

Notice that the position of fishing is about uniform on all lists for boys. In the case of high school girls it is found ninth on the "more knowledge" list, while on the "doing" list it was twenty-seventh, and on the "liking" list, eighteenth. With junior high girls it was thirty-second on the "doing" list, twenty-second on the "liking" list, and eighteenth on the "more knowledge" list. Organized fishing clubs have been composed exclusively of boys.

Attention is also particularly invited to the place camping occupies. In contrast with most other activities mentioned, camping had not been promoted by the Recreation Commission at the time the questionnaire was completed. The fact that in this part of the country, within a hundred miles of the city, every type of natural camping facility is to be found from the seashore to the lakes and woods in the high elevations of the Sierras, may have much to do with the popularity of this type of outing activity. Camping has been promoted locally by several of the character-building organizations.

Perhaps the fact that there appears no mention in this table of musical activities except in the "liking" column for junior high school girls, where group singing appears in eighth place, has been noticed. In addition to group singing, playground bands and orchestras were also listed on the questionnaire. These activities show up frequently in the second table to be presented, which lists the activities appearing in eleventh to twentieth place.

The two tables will provide information for a nearly complete analysis of the survey. Of the thirty-eight activities listed on the questionnaire form, all ap-

pear in the two tables except eight: auditorium programs, puppetry, nature groups, circus pageants, basketry, storytelling, and girls' play days. General observation on the playgrounds indicates that most of these are very popular with elementary age children.

Of the many write-ins, the most frequently mentioned were horseback riding, skating, bowling, and sailing. Of these, sailing is the only one promoted by this Department. No further attempt to evaluate the survey or to comment on special features will be made. A great amount of comparison must be made before all of the significance is apparent, but this will be left to the reader, as an attempt to analyze fully all sections of the report would probably result in overcomplication and defeat the purpose.

As explained, hobby interests were not suggested on the questionnaire form, but each boy and girl was requested to write in three hobbies which claimed the most interest. As a result a wide variety of activities were listed—too many to give in full in this report. Some highlights are interesting and important to consider along with the recreational activity lists which have been given.

The teen age dance program combines instruction with social enjoyment in the Long Beach program



Photo by Jasper Nutter

DOING	SENIOR HIGH BOYS LIKING	MORE KNOWLEDGE
11 Wrestling 12 Boxing 13 Tennis 14 Badminton 15 Track and field 16 Life saving 17 Paddle tennis 18 Band and orchestra 19 *Football 20 Volley ball	Tennis Handball Track and field Band and orchestra *Football Life saving Gardening Paddle tennis Tumbling Bicycling	Social dancing Softball Tumbling Handball Track and field Badminton Band and orchestra Model boats Sketching Paddle tennis
11 Group singing 12 Paddle tennis 13 Rhythms 14 Sketching 15 Dramatics 16 Handcraft 17 Artcraft 18 Folk dancing 19 Band and orchestra 20 Square dancing	SENIOR HIGH GIRLS Group singing Sketching Artcraft Band and orchestra Handcraft Gardening Rhythms Fishing Model aircraft Bicycling	Gardening Sketching Paddle tennis Rhythms Softball Artcraft Basketball Tumbling Group singing Baseball
11 Gardening 12 Model boats 13 Band and orchestra 14 Handball 15 Tumbling 16 Paddle tennis 17 Bicycling 18 Handcraft 19 *Football 20 Tennis	JUNIOR HIGH BOYS Model boats Tumbling Social dancing Track and field Band and orchestra Bicycling Sketching Tennis Artcraft Life saving	Tumbling Social dancing Model boats Track and field Tennis Handcraft Gardening Paddle tennis Band and orchestra Badminton
11 Rhythms 12 Camping 13 Sketching 14 Badminton 15 Dramatics 16 Handcraft 17 Bicycling 18 Band and orchestra 19 Folk dancing 20 Square dancing	JUNIOR HIGH GIRLS Badminton Basketball Tumbling Paddle tennis Handcraft Bicycling Band and orchestra Volley ball Life saving Gardening	Handcraft Group singing Rhythms Gardening Basketball Softball Artcraft Fishing Volley ball Bicycling

\*Football, omitted from printed list, as explained, was probably handicapped by the necessity of writing in. No doubt it would have placed higher if it had been listed.

Two ways of tabulating such hobby returns suggest themselves. One method would require an item headed "collecting," under which all kinds of collecting interests would be placed. The result would place this type of activity very high. For instance, it would be second for high school boys, third for high school girls, third for junior high boys, and second for junior high girls. Far in the lead in all groups would be activities grouped as "sports, athletic games and skills." Activities classes as "homemaking and personal" would be sixth for high school girls, and eighth for junior high school girls.

While the general grouping of hobby interests might prove interesting, within the space available, it will probably be of more value to list the hob-

bies specifically. For this reason we have selected the first twenty-five hobbies for each group. Of these lists the following activities were not promoted by the Recreation Commission: Aviation, alley bowling, boxing, cars, chemistry, certain types of collecting, cooking, social dancing, designing, horseback riding, hunting, knitting, mechanics, animal raising, photography, piano, radio, reading, skating, swing, and wrestling.

"Movies and shows" as a hobby requires a word of explanation. It seems probable that most of those mentioning them refer to commercial movie shows. However the Department conducts an extensive playground movie program which may have influenced some replies.

The reader will notice how closely the hobby



lists parallel the recreational activity lists in the leading activities mentioned. No further comment is required, except that it may be pointed out that certain appear on all four lists. These are swimming, dancing, baseball, model airplane building, photography, handcrafts, and collecting.

### TWENTY-FIVE SPECIFIC HOBBIES

HIGH SCHOOL BOYS	HIGH SCHOOL GIRLS
1 Swimming	Swimming
2 Model airplane building	Dancing
3 Collecting stamps	Music
4 Fishing	Reading
5 Photography	Tennis
6 Baseball	Horseback riding
7 Football	Bowling
8 Aviation	Skating
9 Mechanics	Collecting stamps
10 Radio	Photography
11 Pets and animal raising	Swimming
12 Reading	Piano
13 Cars	Singing
14 Horseback riding	Scrapbook
15 Basketball	Baseball
16 Gardening	Movies and shows
17 Tennis	Drawing
18 Bowling	Bicycling
19 Boating	Cooking
20 Woodworking	Collecting recordings
21 Dancing	Gardening
22 Art	Knitting
23 Collecting coins	Camping
24 Skating	Dramatics
25 Handcrafts	Hiking

JUNIOR HIGH BOYS	JUNIOR HIGH GIRLS
1 Model airplane building	Swimming
2 Swimming	Dancing
3 Collecting stamps	Reading
4 Baseball	Horseback riding
5 Aviation	Stamp collecting
6 Fishing	Skating
7 Camping	Baseball
8 Football	Tennis
9 Model boat building	Collecting movie stars' pictures
10 Hunting	Drawing
11 Boxing	Dramatics
12 Basketball	Movies
13 Photography	Bicycling
14 Collecting coins	Sewing
15 Chemistry	Singing
16 Boating	Piano
17 Pets and animal raising	Collecting dolls
18 Model building	Photography
19 Softball	Handcrafts
20 Horseback riding	Knitting
21 Drawing	Scrapbook
22 Wrestling	Collecting perfume bottles
23 Gardening	Collecting match folders
24 Collecting photos, pictures	Designing
25 Dancing	Sketching

### Doing Something About It

Confident of the value of the survey as being indicative of the desires of the young people, certain steps were taken at once to do something about it. New activities were started and others were expanded. We believe our program is "on

the beam" now. At least the newer and expanded activities listed herewith are attracting enthusiastic and large groups of young people.

1. Developed Camp Sea Hawk—day camp with plans developing for overnight use.
2. Started family playground picnic programs.
3. Started teen age dances (junior high school emphasis).
4. Started monthly matinee dances in high schools and junior high schools.
5. Started weekly Friday night dances at municipal auditorium, high school, and junior college students.
6. Rented pools for swimming classes.
7. Rented gymnasiums for basketball.
8. Expanded Saturday athletic program for junior high boys.
9. Doubled model aircraft classes on playgrounds.
10. Doubled playground movie schedules.
11. Expanded community (auditorium) entertainment programs for families.
12. Increased Victory Gardening tremendously.

NOTE: Mr. Scott wishes to express his appreciation of the assistance given in the preparation of this article by Lloyd A. Rochford, Research and Publications Consultant of the Long Beach Recreation Commission.

"I am not one of those people who takes a gloomy view of the younger generation of Americans. That generation is supposed to have been going to the dogs ever since history began. As far back as the tenth century before Christ the gloomy old Greek poet, Hesiod, was crying, 'I see no hope for the future of our people if they are to be dependent upon the frivolous youth of today. For certainly all the youth are reckless beyond comparison and opinionated far beyond their years. When I was a boy we were taught to be discreet and respectful toward our elders, but the present youth are exceeding wise and impatient of restraint.' Hesiod should have known better. To judge by history the younger generation always grows up and develops some sense just in time to save civilization.

"Seriously, I believe that our young people are making a magnificent adjustment to an extremely difficult wartime situation. . . . They are not only 'taking it.' They are making positive contributions to the winning of the war. . . . And they understand as perhaps no other generation of youngsters has understood what it means to be citizens of a free democracy. . . ."—Charles P. Taft in the *Journal of Social Hygiene*, November 1943.

# Mardi Gras a la Genesee Settlement

**W**HEN THE HUM and excitement of Christmas are over, a pause known as the zero hour occurs in the life of a club worker. Since it is far too early to begin Easter programs, what can be found that will hold the interest of the group?

Last summer our day camp carried out a Mardi gras program that could, no doubt, be used to better advantage at this time of year, for imitation of that famous festival is a "natural" for the period immediately following Christmas. Mardi gras affords many possibilities for the creative spirit, it is a project that has no age limit in appeal, and it is colorful enough to attract the attention of the whole community.

In our neighborhood, we knew, the term, "Mardi gras," was quite meaningless. Our first job, therefore, was to orient the children to our idea. This broadside, proposing a program of carnival days and a Mardi gras, was sent out to schools and community:

Have you ever seen a carnival? Perhaps not, but I'm sure you have heard of one, haven't you? You can easily imagine what one is like.

It is really a time when people have a good time. It's a time of happiness and joy when everyone just lets himself go. But who got this idea of carnivals and where do they come from?

People make carnivals for themselves to celebrate some big occasion. They have them in the big cities in the South, and they have them in South America and Mexico, too. Everybody gets together and makes plans for the big carnival. They decide what kind of costumes they want and what their floats will be like.

Since anybody can make a carnival for himself, how would you kids like to have one all your own at the end of day camp? It would be lots of fun—but it means plenty of work, too. But work like this is always part of the fun.

Now don't get me wrong. Working toward a carnival isn't going to interfere with swimming and hikes and things like that. You see, you can work on the Mardi gras on the days that you don't go swimming and stay at the Settlement House. Instead of just making something and taking it home, it would be more fun if you make something that would help make the carnival—costumes, floats, etc. What a lot of fun we could have if we'd all settle down and get

By MARGARET MCGEE  
Genesee Settlement House  
Rochester, New York

The name Mardi gras ("fat Tuesday") is applied to one day—Shrove Tuesday—the day before Ash Wednesday which opens the Lenten season, and its origin was religious. It was a feast before a fast, a day of fun before the long period of atonement.

busy! You can do it if you'll put your minds to it.

You know, in New Orleans—that's in the South—they have a very big carnival every year that they call the Mardi gras. Mardi gras is a sort of fancy name for carnival. If we have a carnival we can call it the Mardi gras. We can dress up, have a big procession, floats, and everything that they have at the real Mardi gras. We can even choose a king and queen and pages. You

could invite your families and friends—let everyone have a good time.

Well, kids, it's up to you. What do you say? NO WE HAVE A MARDI GRAS?

By the time day camp started the children were at least familiar with the terms. During the first week of camp a movie entitled "New Orleans" was shown. The climax of this movie, scenes from the Mardi gras, were shown twice. Later, at assembly, the children heard the story of the first Mardi gras and how the celebration has come to be a national play day—a day attended by people from all parts of the United States.

Literature on the subject, we discovered, was all adult, so we wrote our own for the children and distributed the stories, along with travel folders of the deep South. Thus we hoped to create at least an impression of what a Mardi gras could be. We explained to the children what the real carnival days are like and what we had planned for our carnival days.

Carnival days, arranged for the Fridays preceding the closing of camp, were each given a name, such as Wheel Day, Backward Day, Couple Day, Bring-a-Friend Day. On Wheel Day the children came on skates, scooters and wagons. The very young ones made pin wheels and had a pin wheel race. Names of winners of events were recorded each carnival day, and prizes were awarded by the king and queen at the Mardi gras, which was closing day of camp.

Enthusiasm was slow in appearing, but once the older and more proficient children got the idea, it was touch and go to the finish. For the Mardi gras we suggested a Mother Goose theme, since many of the children were under twelve. But fairy

(Continued on page 636)

# Fit to Fight

By Brigadier General WALTER L. WEIBLE

Director of Military Training  
Army Service Forces

**T**HOSE of us charged with responsibility for military training in the Army Service Forces have the task of developing inductees into efficient fighting men as quickly as possible.

Given every advantage, our job is still a difficult one because of the complicated nature of modern war. This is a technical war in which 90 per cent of our soldiers must fill assignments requiring some degree of specialized knowledge or skill. They must fly planes which can be kept in the air only by the efficient functioning of hundreds of expert technicians on the ground. They must operate tanks whose giant engines, revolving turrets, and delicate gyro-stabilizers challenge the skill of the ablest technicians. They must fire guns whose accuracy and speed is controlled by mechanical and electrical instruments but little less complicated than those in the plane and tank. They must operate radios, telephones and teletypes.

Add to this the pressure caused by the demands for speed and you arrive at some conception of our difficulties. We are competing against enemies who have spent years in

training their youth and adults to fight. To overcome this handicap, every min-

ute of our training time now must make up for the years of delay in beginning our own preparations. Every hour of prior training is an hour saved from the precious time required to develop a civilian into a soldier ready for combat.

The speed and efficiency with which we can do our job of postinduction training is largely determined by the proficiency of the inductees when they come to us. We can train them more quickly and effectively if, when they reach us, they possess an appreciation of the cause for which we are fighting; a general understanding of the nature of military life; a mastery of simple communication and mathematical skills; and a background of technical training or experience which will be useful in some specialized Army job.

It is *important* that inductees possess these qualifications; it is *essential* that they be physically fit.

I welcome the opportunity of discussing this essential prerequisite of military training with you who have done so much

U. S. troops of the Ranger Battalions, America's Special Service soldiers, are now in training with the Commandos somewhere in the United Kingdom



Official Signal Corps Photo



to encourage and promote physical fitness among the youth of the nation.

Although I shall confine my remarks to a discussion of the need for health and physical fitness as it relates to Army training and combat duty, I would like to mention in passing that thousands of potential soldiers never reach us because they are rejected by local Selective Service boards or induction stations for physical deficiencies. At a time when the Selective Service Administration is literally "scraping the bottom of the barrel" for men to meet our Army quotas and to replace the casualties which must inevitably come as the war progresses, we are denied the services of over 200 in every thousand available men between the ages of 18 and 37 years because they are unable to pass the required physical tests. The physical deficiencies of many of these "rejects" might have been avoided or corrected through proper attention in earlier life.

#### Essential Qualities of Physical Fitness

What specific qualities of physical fitness are of most assistance to the soldier in training and in combat? They may be summarized by the following definitions and situations.

**Endurance**—prolonged physical exertion without excessive fatigue. The soldier's day at a typical Replacement Training Center begins with "First Call" at 5:45 A. M. and ends with "Taps" at 10:00 P. M. And this day of sixteen hours is still too short to include all the class work, drill, calisthenics, hikes, and other activities expected of him. In combat he may have days when he must march twenty miles with a forty pound pack on his back, swim swollen rivers, and climb rugged mountains. Whatever his schedule in training or his mission in combat, you may be certain that he will need physical endurance in abundance.

**Muscular strength**—the ability to lift, push, or pull heavy objects. An Army truck axle deep in the mud must be lifted out and sped on its way. Machine guns, mortars, and bazookas must be carried to firing positions. Monstrous shells must be lifted into the chambers of guns. A scout must climb the highest tree in the woods. These and thousands of Army jobs like them require sheer physical strength.

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The Army is asking of schools, playgrounds, and similar organizations that they send boys with a solid foundation of physical fitness on which to build.

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The elements essential in preinduction training were outlined by Brigadier General Weible in an address delivered at the annual meeting of the Federation of State High School Athletic Associations which was held January 7, 1944, in Chicago. For use in RECREATION a few deletions have been made in the article.

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**Agility**—the ability to handle one's body quickly and efficiently. An enemy tank is speeding through the woods. Enemy snipers concealed in trees throughout the forest eagerly await the appearance of a human target. Enemy artillery shells are whistling overhead. A soldier's ability to roll quickly away from the approaching tank, to dive into a foxhole, to dodge from tree

to tree, to hurdle a stone wall, may some day save his life.

**Speed**—the ability to move rapidly. An enemy pillbox is two hundred yards ahead. Before it can be neutralized we must move closer in so that our machine gun and rifle fire will be more effective and our flame throwers and hand grenades employed effectively. The speed with which the movement is made and the rapidity with which the guns are set up in their new positions may determine the success or failure of the mission.

**Flexibility**—the ability to turn, bend, and twist the body into unusual positions and movements. Lying on his stomach the soldier sees his objective in the distance. Before he can get there he must worm around logs, dodge land mines, roll into shell holes and squirm through a seemingly endless maze of barbed wire. And enemy machine guns are laying a steady sheet of grazing fire immediately over his head. To negotiate the intervening terrain, he must execute many body movements resembling those of a professional contortionist.

**Posture**—the ability to maintain one's body in correct positions, healthy, alert and ready for action. On the parade ground, in the classroom, on the street—everywhere—a soldier is judged by his posture and military bearing. Posture has a direct relation to alertness.

**Relaxation**—the ability to avoid extreme and unnecessary tension before, during, and after periods of alertness and strenuous activity. There are few intervals for relaxation in the heat of battle; every man must be "on his toes" while at his duty station. But when there is a lull in battle or when replacements give his temporary relief, he must have the knack of relaxing quickly and completely so that he may be refreshed for whatever task may lie ahead.

**Fighting spirit**—securely entrenched in concrete

placements, protected in front by the open sea and a beach strewn with land mines and barbed wire, guarded overhead by an umbrella of airplanes, supported in the rear by heavy artillery, the enemy awaits our attack.

Our men approach the beach in small boats. With rifles, ammunition, and a minimum of equipment, they go overboard and plunge through the surf into the deadly fire of the enemy. They weave their way across the bullet-swept beach, storm the enemy fortifications, drive the foe inland, and consolidate their beach-head. This scene has been enacted in North Africa, Sicily, Italy, the Aleutians, and in far flung islands of the Pacific.

Against tremendous odds, our men have won battle after battle—because of unfailing courage, physical and mental stamina, and aggressiveness. This is *fighting spirit*.

**Teamwork**—the ability to work efficiently with others in a common enterprise. Individuals are often acclaimed for personal courage or accomplishment, but battles are won by team play. In combat every man and every unit has a job to perform—the scout, the engineer, the gunner, the radioman, the truck driver, the cook. If any man fails in his function, the entire mission may fail. Teamwork in battle involves:

**Leadership**—the ability to inspire and lead others

**Fellowship**—the ability to execute properly the directions given by others

**Cooperation**—the ability to adopt and adjust one's own actions to those of others

**Initiative**—the ability to rely on one's self.

**Endurance**, strength, agility, speed, flexibility, posture, ability to relax, fighting spirit, teamwork—these are qualities needed by every soldier in

our modern army. If the inductee does not possess these qualities when he reaches us, we must consume valuable time to develop them during his already crowded training period. And you well know that such qualities cannot be developed overnight.

It would be highly presumptuous of the Army to direct you to develop these needed qualities in every future soldier, or even to suggest the means by which they might be developed. As in all types of preinduction training, the Army merely states its needs which may be met through such a medium, and leaves entirely to the good judgment of you gentlemen the decision as to how and to what extent you will adjust your school programs to meet these needs.

As I was enumerating the physical attributes a soldier needs in combat, you were probably thinking that these are the same qualities which are needed in, and developed through, such competitive sports as football, baseball, and track—and I

The Camp Hale, Colorado, mountain obstacle course would be strenuous enough anywhere, but when it is coupled with an altitude of almost 10,000 feet, the record of ten minutes for the complete round is remarkable



Official Signal Corps Photo

would agree with you. As evidence of the value of participation in competitive sports in the preparation of future soldiers, we might point to the splendid military records made by such athletic stars as:

*Lt. Tom Harmon*, all-American from Michigan, twice reported missing in action, twice returned to continue his mission against the Japs.

*Capt. Dwight Fishwick*, former Yale guard, who distinguished himself as chief of a field hospital during the North African campaign.

*Walter Scholl*, all-American halfback from Cornell, holder of the Distinguished Flying Cross, the Silver Star and six Oak Leaf Clusters to the Air Medal.

*Lt. Charles Sprague, Col. (Light Horse) Harry Wilson, General Laverne Saunders*, and dozens of others.

These men are outstanding soldiers, and there is no doubt in my mind that their experience in competitive sports contributed materially to their military success. However, a physical education program which limits its responsibility to the development of a few stars on a winning football team is falling far short of meeting the needs of the Army. In our Army it is not the goal that a few leaders be physical supermen. Every soldier in every branch of the service needs those characteristics we too frequently expect and find only in athletes.

In the Army we devote more time and attention to the soldier who is underdeveloped physically than to the one with superior development. If this same principle were practiced in all of our secondary schools throughout the nation, we would probably have fewer recruits who are unable to meet the physical demands of a rigorous Army life.

#### The Physical Conditioning Program

A word of warning is in order at this point. I understand that some schools, in their earnest desire to prepare students to meet the physical demands of Army life, are putting their boys through exercises patterned directly after the most strenuous phases of the Army's postinduction physical conditioning program. Some of these exercises would tax the strength of seasoned soldiers. I can understand how such programs, particularly when under the direction of inexperienced or substitute teachers, might seriously impair the health of the participants. In the Army we make every effort to fit our conditioning programs to the individual capacities of our men. Before any man is

allowed to participate in the program, we give him a thorough physical examination. Then we begin with comparatively easy exercises and increase their difficulty only as the men are able to "take it." All that we ask of the schools is that they send us boys with a sound foundation of physical fitness on which to build. We will do the rest.

Although I am not in a position to suggest a program which will meet the physical conditioning demands of all prospective soldiers, I can present you with inescapable evidence that a carefully planned program of physical education can accomplish wonders in a comparatively short time. Last year at Fort Riley, Kansas, the Special Service Division of the Army gave a series of physical fitness tests to a group of newly inducted men. Six weeks later, after they had been given a special conditioning program, the men were given the same tests. These are the results of the two tests:

Before training, 68 per cent met minimum requirements in *over-all fitness*;

After training, 90 per cent met requirements.

In *strength*, 69 per cent before, 91 per cent after;

In *endurance*, 59 per cent before, 86 per cent after;

In *agility*, 60 per cent before, 98 per cent after.

Only in *speed* was there no appreciable improvement, and this was probably due to the fact that speed was not among the qualities the physical education program was designed to develop.

I am sure that if repeated in high schools throughout the nation, this experiment would reveal similar achievements in hundreds of the physical education programs you are operating in your various states.

But physical fitness alone is not enough. To survive under battle conditions in this war, a soldier needs also to possess a fundamental knowledge of personal hygiene and sanitation. Disease has joined the enemy in lengthening our casualty lists.

Our Army has already provided a remarkably adequate medical service which has produced a record of life-saving that is little short of miraculous. The full knowledge of medical science with its most modern drugs, equipment, and skilled practitioners are at the service of our men, but the effectiveness of this elaborate service is directly dependent upon the cooperation of every single man. . . .

In conclusion, I assure you that you are making

(Continued on page 635)



# Your Local Radio—A Salesman for Recreation

By FRED FLETCHER

**H**ERE IS RADIO—network and local—which enjoys a greater annual dollar volume than any other advertising medium in the world because it is a *selling* job. "Well," you say, "I can't buy time to 'sell' my recreation program" . . . or "I can't seem to get good speakers to go on the air for me" . . . or "I don't know the radio folks in my town and probably they're not interested anyway." Or maybe you say, "O. K. How *do* I go about selling my recreation program by radio to my public, my taxpayers, my potential participants?"

Use *local* stations where possible, keeping the following fact in mind:

You don't have to tell your station manager that you know what is said at this point, but it is wise to remember it: The *local* station manager gets his license to operate principally because he proves need for distinctly *local* radio services. The furtherance of local recreation is practically obligatory for his station is he chooses to broadcast in the "public interest, convenience, and necessity."

So here are a few suggestions for using *local* radio to advantage, and many of them are worth the appropriation of funds if it is possible to secure them:

If your program features *community* recreation groups or activities, get a popular local radio person who understands your philosophy of recreation and conduct a series of broadcasts *on the spot*. WRAL in Raleigh went out for a series of thirteen weekly quarter hour programs called "Recreation on the Spot." These were remote live broadcasts where radio and recreation schedules coincided. Where they didn't, the recording equipment of the station was used and the recording broadcast at the regular weekly period. This program series was very well received, but sufficient activity of broadcastable nature was hard to find

## A challenge to the effective use of radio in getting across the story of your recreation program

natured "ribbing." Another was a description of a Negro swimming meet. Still another was an "opening nite" at a community drama show where the cast was composed of adults, with every actor or actress making his or her "community premier" performance.

The "Junior Sportscaster" idea is a good one for summer activity, assuming activities are constant enough. The local radio station held competitive auditions in the elementary schools for a sports announcer; the winner was chosen for his ability to ad-lib as well as to report box scores. He was employed as junior sportscaster on the station and also as a junior recreation leader in the municipal program. He broadcast

week days at 9:00 A. M., giving a complete report of the preceding day's activity and also the schedule of events for the current day at the playgrounds. Our sportscaster was twelve years old. He made a point of using plenty of local names!

The development of and support for a teen age club in one of the southern cities was expedited largely through the personal interest and enthusiasm of a local announcer on a morning record show, with time, jokes and anecdotes. If there is such a radio personality in your town, go see him, cultivate his friendship, show him what you're doing, encourage his interest in youth, morale, community spirit in your city. If he has "a lick of sense," he'll capitalize on your stuff for local names and local public service, get local listeners and local prestige. What else can the local station sell? If there isn't such a personality, find out via your own private "poll" what local programs are best

to complete the thirteen sessions on the air.

"Recreation on the Spot" included preliminary ceremonies at an intercivic-club softball game, with interviews, forecasts and good-

(Continued on page 635)

# West Hartford's War Gardens

**D**URING the summer of 1943, the Town of West Hartford, Connecticut, was the scene of a modern miracle which happened, not of itself, but through the team work of the Town Fathers, the War Garden Committee, the garden clubs, and the people themselves. The miracle was that West Hartford, a town of 10,000 families, more than seventy per cent of them in the white collar class, and with many of the residents officials in the insurance and manufacturing companies of Hartford, had planted 7,425 vegetable gardens, instead of the thousand garden plots of normal times, cultivated 307 acres, raised produce with an estimated value of \$353,069, and had to their credit approximately 386,725 quarts and 144,700 pints of canned goods! All this from gardens on hard clay soil and turf land!

Add to this the crop of good will and neighborliness generated by people working together in the common cause of producing food at a critical time, the increased health and morale of the gardeners, the healing power of working with nature in times of great stress when relaxation and change are so necessary, and you will begin to appreciate the real significance of this miracle and the great value of the war garden program in West Hartford.

How did it all come about?

In the month of February, when the snow was on the ground and the thermometer hovered around zero, I had just read an article in a farm journal entitled "Dig or Diet," explaining the acute need for people to raise as much food as possible to counteract the shortage of farm labor and farm machinery. Knowing that many of my farmer friends were hit very hard by these conditions, it seemed to me that the only practical solution was for the people to have vegetable gardens and to raise all the vegetables they could for their own need. At that psychological moment the door bell rang and Dr. Lloyd H. Bugbee, Superintendent of Schools in West Hartford,

**West Hartford's Recreation Department made a spot survey of the Town's Victory Gardens and discovered a miracle!**

*By* **HARRY T. ARENS**  
Garden Specialist  
Department of Recreation

and J. W. Feldman, Director of the Department of Recreation, called and asked me if

I would serve as garden supervisor of West Hartford.

I was impressed with their sincerity and practical outlook. They wanted a man who was an experienced market gardener to come to

West Hartford to give practical advice to gardeners and actually go to the gardens and demonstrate garden techniques. Since this seemed to me to be the best method of helping in the food shortage I accepted and started to work March 1, 1943.

## Victory Gardening—Step by Step

My first official duty was to meet the Town officials, who promised, and who carried out their promises, to cooperate and give a helping hand to the program. When War Ration Book No. 2 was distributed at the schools, the ration authorities had been kind enough to allow the Department of Recreation to distribute a questionnaire in reference to gardens. These questionnaires were in the office waiting for me. They pertained to all types of gardens and garden problems.

Mimeographed sheets were prepared answering many of these questions which were general—such as how to treat clay soil, and how to prepare the land. Another sheet was prepared with general garden information—such as the names of plowmen, their phone number and address, and where manure and garden supplies could be secured. In addition to mailing these sheets to those who asked for the information, they were distributed through the public library, seed and hardware stores, and greenhouses. Bulletins from the University of Connecticut were also distributed through the Department of Recreation.

Vacant land was secured for persons who did not have acreage of their own. All vacant town-owned land and school property was made available for the use of gardeners. Many private owners allowed their vacant land to be used without charge. In

**Twenty-two million Victory Gardens in 1944 is the objective proposed for this year's Victory Garden program, and the importance of an early start is urged by government officials and other leaders in the movement. RECREATION is accordingly starting this month its publication of articles telling how recreation departments and other community groups have responded to the call.**

all, approximately four hundred garden plots were assigned through the Department of Recreation office.

The size of the community plots varied from large plots, like Kingswood, where there were eighty gardeners, to a town lot. The lots assigned to people through the Department of Recreation varied in size from 25' x 25' to 50' x 150'. Every effort was made to have each person get a plot which he could garden successfully. Each applicant was asked his previous gardening experience, how much time he could devote to the garden, and the size of his family. On the large community plots the lots were staked out by the Engineering Department. The Police Department cooperated in seeing that there was no stealing of produce from gardens. There was only one case reported and prompt action was taken in this instance.

The West Hartford War Garden Committee, Mrs. Peter Cascio, chairman, was a great help in making the program successful. The members aided in every way possible. They were especially helpful in encouraging beginners by assistance and advice.

A series of four garden talks were given in the Town Hall, covering different phases of gardening from preparing the land to harvesting and storage of the crop. These talks were well attended. I was asked to speak before many of the local clubs. The interest shown by members of these clubs was very encouraging and many members had gardens.

When the gardens were planted, demonstrations were given at the community plots, and we would go from garden to garden to demonstrate some special phase covering problems facing these gardeners, showing what to do and how to do it. Experiences would be swapped, and darkness usually overtook us before the demonstration was over. These demonstrations were the highlight of the service rendered and the people responded well to advice given.

It was a continual marvel to see how successful

people could be who had never had a garden before. The helpful spirit and good sportsmanship shown, the sharing of tools and experience by all was very inspirational. The gardeners fought the bugs with their sprays; they toiled long and hard to keep the soil loose and cultivate the gardens.

Several talks were given over the radio—especially "Uncle Jim's Victory Garden Program" on WJLC where we dramatized a demonstration on a real plot; on the "Farm and Home Garden" hour,

**Winner of third place award in the National Victory Garden Institute Photograph Contest**



*C. Foerster Photo, Ithaca, N. Y.*

under the sponsorship of the State War Council, where the story of West Hartford gardens was told; on the Garden Forum program on Storage over WTHT.

West Hartford was honored by a visit from Governor Raymond E. Baldwin who made a tour of the community plots in company with State and Town officials and farm leaders. All spoke highly of the work being done by the gardeners of West Hartford. They were especially impressed with the appearance of the gardens, as all were well cultivated and free of weeds.

#### **A Harvest Show**

One of the outstanding features of the season was a harvest show held in the auditorium of William Hall High School, sponsored by the West



Hartford War Garden Committee in cooperation with the garden clubs. This show was outstanding, and Professor Porter of the University of Connecticut, who visits many harvest shows, stated it was one of the best he had ever seen. The original displays, the quality of the vegetables displayed, and the variety of classes at this show were very good. Undoubtedly in future years there will be many more entries, because it was so new to most of the gardeners they did not realize their produce was good enough to put on display.

The Kingswood and Bent community plots were examples of fine garden practice. They ended their good season by wheel-harrowing their land and sowing a cover crop of rye. This crop, when plowed under next spring, will enrich the land and will also keep the land from washing out.

#### A Spot Survey Provided the Estimates

To determine the material result of the garden program, a spot survey of ten typical blocks was made. These blocks were selected by Mr. Frederick B. Chamberlin, Town Engineer, to represent a cross section of the community, from large to small homes, and from thickly to thinly populated areas. Of the two hundred fifty-nine homes visited in the ten blocks, one hundred and eighty-seven, or 72.2 per cent, maintained gardens. Applying this percentage to the 10,284 family units in West Hartford, according to compilation of the Board of Assessors, the estimate of 7,425 gardens resulted.

From the families visited, together with data received from individuals maintaining gardens on plots allocated through the Department of Recreation, 256 gardeners estimated the value of their produce at \$12,174.50, or an average of \$47.55 per garden. When the total number of gardens in the community, 7,425, is multiplied by this, one gets as the total value of the produce raised on all gardens as \$353,069.00.

Estimates similarly arrived at indicate that the size of the average garden in West Hartford was 1,800 square feet, and the total amount cultivated by all gardeners in the community would be 13,365,000 square feet, or 307 acres.

The survey indicates that 67.2 per cent of the war gardeners canned produce. The average per gardener was 75.5 quarts and 29 pints, which, when applied to the entire town, would estimate a total pack of 386,725 quarts and 144,710 pints.

The notices the newspapers gave of the different garden events and the doings of the gardeners, were of great help in making the program successful.

Last, but not least, the Town Fathers showed wisdom in putting the Garden Program in the Department of Recreation, as it has proved to be very profitable recreation.

For a comprehensive 1944 Victory Garden program:

1. Twenty-two million Victory Gardens.
2. Far more vacant lot, community and industrial plant gardens need to be found and developed. The gasoline shortage may require many to use busses, street cars or even bicycles to reach our gardens.
3. Our gardens can and should produce far more summer and fall greens: New Zealand spinach, lettuce, endive, broccoli, turnip greens, cabbage, Chinese cabbage, collards, kale, spinach, as well as carrots, turnips, beets, salsify and other root crops to store for winter use.
4. Early and thorough preparation of the garden soil will also yield greater production.
5. Control of bugs, diseases, and weeds when they first appear and the use of disease resistant varieties.
6. Watering, not sprinkling, the garden also pays big dividends. Community garden committees have a responsibility for making greater water supplies available for Victory Gardens in the dry season.
7. Gardens should be large enough to supply the family's needs for summer and fall use fresh, for canning some of the winter's supply, and also some cabbage and root crops for winter storage.
8. White and sweet potatoes, sweet corn, cucumbers and squash take up a lot of space in gardens, and it would be well, therefore, not to plant them in gardens smaller than 1,500-1,800 feet.
9. Because of the daily need for an adequate intake of vitamins A and C, and the minerals, lime and iron, far more reliance should be placed on green, leafy, and yellow vegetables and tomatoes.
10. Suburban homes and farms should plant far more fruit for home use. Even small places can grow strawberries and bush fruits. Lessened commercial supplies of canned fruit almost dictate that every home owner with sufficient ground space plant fruit now.
11. Waste of vegetables can be avoided by not sowing too much of a kind at one time. Every effort should be made to can any surplus.
12. Waste should also be avoided by not sowing too thickly and by thinning the seedlings.

From *Gardening for Victory*, available from the National Victory Garden Institute, New York City.

# A Theatre for Children

"CHILDREN's theatre" is a term used to describe either theatre *by* or theatre *for* children. It is in the latter that the Junior League of Lynchburg has been actively interested for the past five years. During that time all elementary school children of the community have had opportunity to see living actors in plays especially selected to meet their interests. Most of these children were seeing such plays for the first time. Some had to be told that, unlike the movies, the show would not start again after the final curtain. Convinced of this, they left their seats reluctantly to wait six months or a year to see the next play. A few of the most enterprising found their way to the theatre and tried to "crash the gate" at later performances for schools other than their own.

It was this enthusiasm on the part of the audience that carried the program along when each year the participants declared they simply could not find time and energy again for eight or ten performances (sometimes as many as three in one day) in addition to the time consumed in planning, rehearsing, and getting ready for productions. There is something very persuasive, however, about an audience that is so intent on the play you are producing that it quietly moves nearer and nearer to the stage until the vanguard is perched on the footlights in order not to miss a single word or motion. And the shows have gone on.

The Junior League nationally is interested in sponsoring children's theatre. There had been intermittent interest for years in the Lynchburg League but it was not until 1938 that someone thought of combining this interest with the facilities and perhaps some of the talent of the Lynchburg Little Theatre. A committee of the League approached the Little Theatre Board asking for permission to use the theatre and equipment. The Little Theatre agreed, stipulating that plans must be

**The show still goes on in Lynchburg though these days the cast is heard and not seen. But when the war is over they'll go off the air and back to the stage of the Little Theatre!**

*By* JEAN OGDEN

worked out carefully enough so that rehearsals and productions of the children's plays would never conflict with those of the Little Theatre. One enthusiast, a member of both organizations, volunteered to work out the schedule and to carry most of the responsibility

where use of the theatre was involved.

The next step was to approach the Superintendent of Schools. He received the idea with enthusiasm and promised wholehearted cooperation of the schools. The P.T.A., the local newspapers, and the radio station also promised support.

A member of the technical staff of the League came from New York to meet with members of the local League and work out the details of the plan. She also assisted in a program of informing the public. A scene from "The Bluebird" was produced as a kind of demonstration for teachers, parents, the press, and other interested adults. Then a cast went to work seriously on rehearsals of "Jack and the Beanstalk."

While the play was being prepared a committee worked on details for publicity, distribution of tickets, and transportation. The procedures worked out for that first production continued with minor modifications for subsequent programs.

Each school gave one assembly period to publicity. A member of the League attended and told the story of the play. Thus when the children reached the theatre the play need not be marred by speeches or announcements. Tickets were sold for ten cents. (Adults were discouraged by a charge of fifty cents if they insisted on attending.) For children certified by the school as unable to

pay there were free tickets.

The public transportation company agreed to have special busses to take the children from school to theatre and back to school. The regular fare for school children was the only charge for this special service. Here, too, provision

*(Continued on page 636)*

**"The children's theatre is much the most effective teacher of morals and promoter of good conduct that the ingenuity of man has yet devised, for the reason that its lessons are not taught wearily by book and dreary homily, but by visible and enthusing action; and they go straight to the heart, which is the rightest of right places for them." — Mark Twain.**

# It's Being Done in Nature Recreation

## Cap'n Bill's Column of Nature-Grams

**"B**IRD Pictures in Color." Ninth and tenth series by Louis Agassiz Fuertes. An excellent 20 x 40 inch chart. Free. Church Dwight Company, 70 Pine Street, New York City.

**Birds.** "The W. K. Kellogg Bird Sanctuary in Wildlife Researches," by Miles D. Pirnie. *Modern Game Breeding*, July 1943. Doylestown, Pennsylvania. Price 25 cents per copy.

**Camping.** "Self-preservation in the Woods" or "Self-reliance on the Trail" might be titles for the Cornell Rural School Leaflet for September 1943. This school year marks the seventy-fifth year of rural school service by the University.

**Conservation.** "Wildlife Conditions in National Parks," National Parks Service, May 1943. U. S. Department of the Interior, Chicago.

**Field Museum** of Natural History, Chicago, celebrated its fiftieth anniversary September 16, 1943. Established for popular education along scientific lines it grew out of the Columbian Exposition. Instead of being a biological morgue it has been an up-to-date educator of the public.

**"Forests, America's."** This pamphlet gives the history and value of forests in this country. 44 pp. with excellent illustrations. American Forest Products Industries, Inc., Washington, D. C.

**Nature Guide School**, Houston, Texas. Conducted by the Park and Recreation Department and organized in the summer of 1943 with a faculty of six nature leaders, the School promises to be a sound basis for an expanding nature program. The city-wide Nature Fair held in November is one outgrowth of this program. All civic, patriotic and youth serving organizations help actively in distributing posters for the Fair all over Houston.

**Observation.** The British Army authorities cooperating with the Royal Society aim to keep alert the minds and eyes of servicemen on prolonged watching. Antiaircraft gunners, for example, are often

stationed in uninviting places. The "observation target" requires eyes, pencil, and notebook. Observation target No. 1 is the wood pigeon which is a crop pest. Facts must be gathered before bringing the bird under control. Where nest? How many young? When feed? Nature of surroundings? Reports will be based on return cards. The spread of the fulmar petrel which once nested only on the island of St. Kilda is another target.

In the Mediterranean area observations are invited on the height of raised beaches and of marine shells on ancient buildings. Other targets are artifacts, bird migrations, stars, and the weather.

**Oil.** "Battle for Oil." Fifteen minute sound film. Rental \$2.00. Teacher's Guide available from the Educational Film Association, 45 Rockefeller Plaza, New York City.

**Science.** "Little Science Series" will help you in science club work for high school age boys and girls. Write, indicating the quantity you need, to the Westinghouse Electric and Manufacturing Company, 306 Fourth Avenue, Pittsburgh, Pennsylvania.

**"Steel in the Making."** Free illustrated booklet. Bethlehem Steel Company, Bethlehem, Pennsylvania.

**Terrarium.** "The School Terrarium" explains the setting up and care of various terraria, such as swamp moist woodland, desert, etc. General Biological Supply House, 761 East 69th Place, Chicago 37.

**"Trees for Tomorrow."** An illustrated story of conservation. American Forest Products Industries, Inc., 1319 18th Street, N. W., Washington, D. C.

**Wood.** "New Wood for New Things for Tomorrow." 32 pp. Illustrated. Free upon request. American Forest Products Industries, Inc., 1319 18th Street, N. W., Washington, D. C.

Cap'n Bill says: "Nature recreation cannot be 'jug-handled.' As a mutual activity it has through the ages been a fountainhead of song, poetry, handcraft, foraging, exploration, and discovery. If you are a leader, you are leading people rather than a subject. If you should visit the homes of your children you might make discoveries of nature hobbies that would, in the end, make your program more effective."



# Fun in the School Center

**Y**OU REMEMBER that school house still: the musty smell of chalk dust, the rows of double desks with their hieroglyphics carefully and lovingly carved by knives clutched in grimy fingers and hidden behind a McCauley reader; the rustle of starched ruffles on little girls' pinafores; and the fascinating manner in which teacher's pompadour trembled with each firm step all created that peculiar atmosphere that meant school and that started when the bell rang in the morning and ended joyfully when it pealed out "Freedom" in the afternoon.

It's surprising how greatly such a design for living can change with the passing years, and yet the human element remains unchanging. The school building is constant, but it serves in the night as well as in the day, and the lights shining through its windows call Joe and his Calico Queen back into its walls where they find a far broader program than the traditional reading and writing and 'rithmetic, and where they know that the "hickory stick" is entirely unnecessary when they can follow their own interest.

Joe and his Calico Queen went all the way through school together. After school they played on the school grounds and in the nearby playground. They finished school and started to High School. Joe had a job offered him and he decided to stop school and take it. A short time after his girl stopped because she was needed at home. Joe felt those coins jingling in his pocket and began to go with the corner gang. He changed. The girl he took to the picture shows was dressed in high heel shoes, and she wore shining sequins in her yellow hair. She worked at the factory, too.

## Then the Lights Went On

Each night Joe's girl looked up the hill and saw the school house. It was closed and dark. It looked like a ghost building on the hill, so she drew the curtain down and tried to forget those days when Joe had carried her books home. But one night, when she looked up on the hill the school was bright

"School days, school days  
Dear old golden rule days  
Reading and writing and 'rithmetic  
Taught to the tune of a hickory stick  
You were my queen in calico  
I was your bashful, barefoot beau  
You wrote on my slate 'I love you, Joe'  
When we were a couple of kids."

In its school center program the Community Recreation Association of Richmond, Virginia, keeps in mind the fact that the modern conception of the use of the school is far broader than that envisioned by our fathers and mothers when they sang of "School Days."

with light. Ellen and Jane were walking up to its doors with arms entwined and their best hair ribbons on, and Mrs. Weatherwax from up the street was going in with a knitting bag on her arm and the kids from the corner were standing by the

basement steps. So Joe's girl didn't pull down the shade. She wanted the lights from the school to shine in her window. They made her feel warm and wanted. The whole neighborhood reflected their friendliness, and Joe's girl pinned a ribbon in her hair and went up the hill to the schoolhouse.

She had never heard the halls sound so gay and so busy. The saws from the shop downstairs buzzed busily, the whirr of the sewing machines sang out an invitation, the fall of the ten-pins and the boom of the bowling ball was a part of the sounds, and music and dancing feet and gay young voices carried the major theme. Symphony of the community center, symphony of work and play, symphony of youth and age—music of an American neighborhood.

Joe's girl went into the school room where she and Joe had been together, but the blackboards were gay with color, the walls were a pale rose, blue and green flowers climbed the curtains at the windows, and the lights were soft and the music gay. Joe's girl knew she wouldn't ever be lonesome again while the lights were on in the schoolhouse.

And, after a while, the lights shone further until they reached even to Joe where he stood in the dark and he, too, followed them to the school and found that they led back to his girl.

And since most school center stories have happy endings we are pleased to report that Joe's in the Navy where he is continuing his work in electrical repair that he began at the center, and Mrs. Weatherwax, whom you will remember, as the little old lady who liked to knit, is meeting Joe's

girl at the schoolhouse each night and teaching her to knit her first baby sweater so that it will be ready for Joe's admiring eyes when he gets back home.

A story like that of Joe and

his girl is not an unusual one in the record of Richmond's community centers. Multiply it by a thousand Joes and a thousand Richmond girls and it will give a picture of the service rendered by the community centers in the city. At the present time there are twenty night school centers operated in Richmond for both white and colored patrons. Sixteen of them are conducted under the direction of the Bureau of Parks and Recreation with money appropriated by the City Council, and four under the direction of the Community Recreation Association with funds appropriated by the Richmond War and Community Fund. All centers are located in school buildings which are given, with heat and light, by the Richmond School Board.

Richmond's Community Center program is the result of the farseeing vision of the Community Recreation Association which first demonstrated the sound theory of using the school house in the afternoons and evenings to meet neighborhood recreational interests.

### Twenty Years Ago

As far back as 1924, Highland Park School was opened under the sponsorship of the Highland Park Citizens Association cooperating with the Community Recreation Association, for active games, community drama and neighborhood club meetings. A community orchestra and community chorus was developed and the project aroused such favorable interest that the city appropriated funds to open other schools for game programs.

During the years of depression, the Federal Emergency Relief Agency placed a number of workers under the direction of the Community Recreation Association for training and placement in the center program. Under the direction of the Association the program was operated in additional schools opened by the School Board, and spread even to schools in Henrico and Chesterfield counties. As the value of the school center program became apparent, federal funds were matched by city funds and a part of Richmond's community center work was gradually assumed by the Bureau of Parks and Recreation.

In 1937, as a result of a study of social conditions made by the Council of Social Agencies (now the Richmond Community Council), two Negro and two white schools were opened in the Bellevue and Fulton School districts to meet recreational needs. Leadership for these centers is financed by funds appropriated to the Community Recreation Association by the Community Fund. This center

program is sponsored by the East End Business Men's Association.

### Theory Becomes Fact

After pioneering in school center work through normal years, a time of acute depression and through the present war, the Community Recreation Association has crystalized recreational theory into indisputable fact. Emerging from its work with the young people of Richmond who use the centers for meeting places, for social dancing, for games, and for group singing, and with the adults who are interested in cooking and sewing groups, forums and lectures, furniture repair and crafts, the Community Recreation Association advocates the use of the school for community recreation programs for a number of reasons. It is easily accessible to residential districts; it is an acceptable location to the community; its shops, gymnasium, kitchens, and auditoriums lend themselves to a variety of programs, and its facilities are flexible and can be made to meet changing needs and interests.

An example of this adaptability on the part of the school was found this winter at Fulton School where, under the direction of the Community Recreation Association and the supervision of the day principal, Mrs. Florence Lohmann, the school is being used to its fullest extent. The basement is open for active games, the shop is for woodwork, and the sewing room is always busy. One of the large classrooms has been redecorated with pale rose paint and flowered draperies, and lamps and a juke box complete an atmosphere attractive to the "teen-agers" for a club and dancing room. Another room, decorated in Williamsburg green and equipped with comfortable furniture is sponsored by the Parent-Teachers Association as a club room for the older people.

The Richmond School Board has consistently held to its policy of furnishing the schools with heat and light for community centers. Its belief in the utilization of the school plant for a broad community program has been confirmed during the past year with the publishing of the Manahan survey of Richmond's school program and the Bartholomew report on school facilities. Both reports advocate that the school building and grounds be used in the afternoon and evenings for recreation programs in order that citizens get the greatest use from the public funds invested in school plants.

With the inauguration of the first Community

(Continued on page 640)

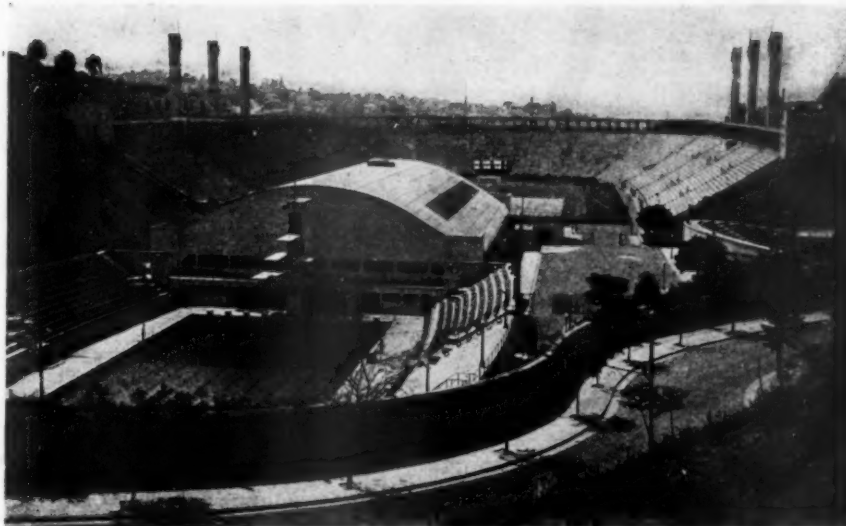
# WORLD AT PLAY

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## The Municipal Stadium in Sao Paulo

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THE Municipal Stadium in Sao Paulo, Brazil, completed in 1940, is one of the finest in South America, according to the October 1943 issue of *The American City*. The huge grandstands accommodating 80,000 are reinforced concrete in the shape of a horseshoe. Above the east and west sides of the stadium are six towers with special lighting equipment for night games.



Courtesy The American City Magazine

The topography was of considerable aid to the engineers. The sides of the stadium rest on natural slopes. The north end was built on concrete foundations and has four floors containing dressing rooms, offices, rooms for doctors and masseurs, a large restaurant and kitchen, apartments for visiting athletes, a small gymnasium and the fencing room.

The central field designed for football is surrounded by an eight-lane 400-meter track. At the open end of the stadium is a reception building adapted for open-air concerts and similar performances. Behind the building is a gymnasium with a grandstand inside to accommodate 3,500 people. Adjoining the gymnasium is a huge outdoor swimming pool with a grandstand for 4,500. There are both outdoor and indoor tennis courts.

The accompanying illustration shows the swimming pool and the gymnasium in the foreground.

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### They Improvise Baseball

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AMERICAN prisoners in Italy, according to the United Press, were so sports starved that they unraveled their woolen sweaters, rolled the yarn into balls, covered them with the leather from their flying jackets and produced baseballs for games with the British prisoners, who thought up the idea of making bats by whittling down old bed posts. The British, after having been taught to play by the Americans, proceeded to beat them

two games out of three in the World Series which was held.

Some of the prisoners, according to Lieutenant Ernie Case who made the report on activities, organized study groups in mathematics, engineering and philosophy with English prisoners as professors.

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### A Center of Music and Drama

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ON SATURDAY, December 11th, the New York City Center of Music and Drama was opened with a dedicatory address by Mayor La Guardia and a concert by the New York Philharmonic-Symphony Orchestra. The idea of the Center was conceived by Mayor LaGuardia to provide cultural entertainment at popular prices. Representatives of labor unions as well as of the arts are on its board of directors. Throughout the winter a program of concerts, opera, ballet, recitals and plays will be given. The Center is located at the former Mecca Temple.

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### Arts and Crafts in San Diego

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THE following extract from the 1942-1943 Annual Report to the City Manager of San Diego from the Department of Physical Education and Public Recreation testifies to the popularity of arts and crafts in that city.

"Handcraft, 'making something useful or orna-



With the  
ARMY  
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mental from waste material,' has become a recreation slogan in this department of our program. Each play center instructs children in this interesting activity under able supervision of the Supervisor of Handcraft. During the past five years the largest craft exhibit on the Pacific Coast was held in Balboa Park. More than 30,000 visitors attended a four-day program."

**Chicago's Christmas Carol Program**—The Office of Civilian Defense, Chicago Metropolitan Area, and the Chicago Park District cooperated in a plan for Christmas caroling designed to bring happiness to the families of servicemen. The plan involved writing the men in service to learn their favorite Christmas carols which would then be sung by a carol group in the community at the homes after the families have been notified that it was being done at the request of the servicemen.

**National Folk Festival**—The eleventh annual National Folk Festival will be held at the Academy of Music in Philadelphia, May 10 to 13, under the sponsorship of the *Philadelphia Evening Bulletin* Folk Festival Association.

"We know," writes Sarah Gertrude Knott, national director of the Festival, "that participants and sponsors throughout the country who have made previous Festivals possible in happier, easier years will accept with us the challenge of a war-time National Folk Festival in perhaps the only nation left today where such an event is possible."

Miss Knott requests that any groups interested in participating in the Festival communicate with her as soon as possible at the headquarters of the Association, 621 Bulletin Building, Filbert and Juniper Streets, Philadelphia 7, Pennsylvania.

**Do You Need Choral Material?**—The Association of American Choruses has been recently organized to make available to local choral groups, on a loan basis, copies of a number of selected choral works for mixed chorus, women's chorus and men's chorus. The Association has had made available to it considerable numbers of choral works previously made available to college choruses by the Association of American Colleges. It now has voice parts to 150 choral works. The material is made available to any group which takes out a membership in the Association.

The cost of securing the material, in addition to the annual dues, is only the cost of postage and expressage of music actually borrowed, plus two to five cents per copy (depending on the size of the work) to cover ordinary wear and tear. Those interested in joining the Association should write to the Association of American Choruses, Drinker Library of Choral Music, Princeton, New Jersey.

**Neighborhood Recreation Centers in Mobile**—No. 1 Neighborhood Recreation Center in Mobile, Alabama, opened last November and citizens were invited by the City Recreation Department, of which Robert E. Nebrig is Superintendent, to be present at the official opening to show their interest in adequate centers for young people and citizens of Mobile. It is planned to open other centers throughout the city.

**An Institute on Recreation Pageantry**—In response to a number of calls from Richmond churches, the Community Recreation Association of Richmond, Virginia, on December 7th, sponsored a one night institute on Christmas Pageantry attended by representatives of the city's churches. The Institute was conducted in cooperation with the University Players of the University of Richmond and the Theatre Associates of the Richmond Professional Institute.



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The demonstration dealt with the production of the Christmas story as a play, a pantomime or a pageant. Each one attending the Institute was given a bibliography of Christmas plays and pageants and printed suggestions for homemade lighting equipment and make-up.

**Cooking as Recreation**—There is only one woman allowed in the Thursday evening cooking class at the Roosevelt Recreation Center in Baltimore. She is the teacher. Ten boys between the ages of ten and sixteen have turned the class into a bachelor's club. They requested privacy, and the Department of Public Recreation was glad to oblige. Every Thursday night the boys come to the center, bolt the door to make sure that the rule of "no women allowed" is enforced, and then the fun begins. At the first class the boys learned to make cookies. From that point they progressed to chocolate cake, and now they have announced they want to cook a complete meal. At the end of the evening they eat everything they have made. The boys bring money to cover the cost of the food they cook, and so popular has the club become that the names of fifteen boys are to be found on the waiting list.

### More Money for Akron's Recreation Program

—The City Council approved an additional appropriation of \$4,000 for the fall and winter program conducted by the Recreation Department of Akron, Ohio. This makes a total of \$70,863.16 appropriated in 1943 as against \$41,818.79 spent in 1942.

**Canada's Largest Victory Garden**—Reported to be the largest project of its kind in Canada, four acres of land adjoining the RCAF Technical Training School at St. Thomas, Ontario, were converted this year into garden plots and cultivated by personnel of the school. Each squadron

## "Finding Wisdom"

UNDER THE TITLE, *Finding Wisdom—Chronicles of a School of Today*, Miss Gertrude Hartman has written an extremely interesting story of the Avery Coonley School at Downers Grove, Illinois. The book is one of those rare volumes which tells in exact and vivid detail what children do at various age levels. In a digest of the book, Dr. Philip L. Seman, Chairman of the Chicago Recreation Commission, says:

"Deeply influenced by John Dewey, the founders of this school sought a location where children would be living wholesome, normal lives in typical American homes, and where community activities were on a scale within the comprehension of young children. Those who are concerned with the school believe that out of the kind of education described in *Finding Wisdom* will emerge more socially enlightened and more creative individuals than the education of our generation has yet produced. Throughout their work they endeavor to develop the potentialities of each child, to establish a unity and a harmony of personality, to cultivate a sensitivity toward the good of the larger whole of which the child is an integral part.

"Chapters are devoted to 'Learning About Their World,' 'The Natural Order,' 'Primitive Life,' 'Man's Advancing Civilization,' 'Our Interdependent World,' 'Discovering America,' 'Science and Shop,' 'Literature and Music,' 'Creative Expression and the Arts,' 'The School Day,' 'The Home and the School,' 'A Way of Life.'"

and department had its own section of the garden area, and the gardens were worked in the evening when the men were through with their training. St. Thomas growers and merchants donated plants to the project.

**Fun in the Service**—*The American Home*, 444 Madison Avenue, New York 22, has issued a bulletin prepared by Marguerite Ickis entitled *Fun in the Service*. The bulletin contains directions for a number of gifts for men and girls in the service, among them the following: a bag of puzzles, a pocket album, and two games. Copies may be secured from *The American Home* at 15 cents each.

**Drama Tournament in Somerville**—In March the Federated Boys' Clubs of Somerville, Mass., sponsored by the Recreation Commission, conducted their annual junior and senior drama tournaments. Four plays were



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presented by different clubs in the junior division, and three in the senior.

Other activities of the clubs include athletics, social recreation, sports rallies, publication of monthly magazines, minstrel shows, handcraft, hikes, outings, photography and model aircraft.

**A Fishing and Recreation Map**—The Sacramento, California, Chamber of Commerce has made available to the public a map showing the recreational facilities in Sacramento and along the Sacramento and American Rivers for a radius of twenty-five miles. The map shows the boat landings, beaches, parks, and picnic places along the two rivers and also where the best fishing is to be found. (The latter information was checked with representatives of the State Fishing Game Division.) Playgrounds, parks, picnic grounds, and recreation areas of all kinds in the city are also shown on the map.

The other side shows pictures of some of the points of interest in the city and lists the name and location of others.

**Free Men, the Drama of Democracy**—"Free Men" is a musical dramatic presentation adapted

from "The Education of Free Men in American Democracy," a publication of the Educational Policies Commission. The first production of "Free Men" was given by the public schools of Milwaukee on the occasion of the biennial convention of the Music Educators National Conference held in that city in April 1942. The pageant portrays the lessons which free men must learn in order to protect their freedom against aggression without and decay within. Part I has six episodes; Part II, five. The cast may be as large or as small as desired and there are roles for elementary children, high school children, and adults.

Single copies of this pageant, for which the National Education Association holds motion picture, radio and recording rights, may be secured free of charge from the Educational Policies Commission, 1211 16th Street, N.W., Washington, D. C. Additional copies are available at 10 cents each.

**He Sang Folk Songs!**—One of the epics of the war is the story of Poon Lim, 25 year old Chinese steward of an English merchantman and sole survivor of the crew after the torpedo-

## At Chicago's Recreation Conference

"IT WAS ONE of the most successful—if not the most successful conference that we have had in nine years," writes Dr. Philip Seman, Chairman of the Chicago Recreation Commission of the Conference held November 12, 1943. "Recreation Tackles Its Wartime Problems" was the theme of the Conference which opened at 9:45 A. M. with a general session followed by a luncheon meeting, at noon and late in the afternoon with a concluding general session. There were group meetings during the afternoon, and throughout the day special meetings such as the P.T.A. Institute, a session on arts and crafts, a youth session with a dinner and a general meeting conducted by the youth delegates themselves.

At the beginning and conclusion of the luncheon meeting a number of Veterans' organizations participated in ceremonies in honor of the flag. Over 1,400 people attended the luncheon and hundreds were turned away. Throughout the day more than 4,000 people attended the sessions and visited the exhibits.

Plans are already under way for the Tenth Annual Conference and conference chairmen and committees have been appointed.

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ing of the boat. Poon Lim spent 132 days adrift on a life raft in the South Atlantic, the longest voyage in number of days ever recorded for a survivor of a torpedoed vessel. Asked how he passed away the time, he said he sang folk songs! He added he could tell the time of the night and the day of the month by watching the moon.

**They Made the Stage Too!**—The Palo Alto, California, Community Players, associated with the city's Recreation Department, provided not only the plays but the stage when it was discovered that near-by Page Mill Camp had no facilities for putting on the productions this group wanted to give. Money was raised locally to purchase material, and the actors spent a week end building and equipping the stage in one of the unused post buildings. The stage now serves the camp for activities other than drama.

## "Fag Bags" for Safety

GIRL SCOUTS have been turning out little red "fag bags" in large quantities ever since this nation-wide, year-round Scout project was launched early last year. Each fag bag has a drawstring that makes the smoker pause and think before pulling out his cigarettes and matches. It also serves as a timely reminder of the danger of forest fires, by displaying a sticker picture of a saboteur striking a match in the forest.

The most famous fag bag, belonging to President Roosevelt, was made of China silk with the initials F. D. R. embroidered on it in gold.

The national fag bag project all grew out of the work of Girl Scout groups on the Pacific Coast who had been cooperating with the United States Forest Service by making small red muslin sacks which were given to smokers entering the national forests.

The Scouts produced 100,000 fag bags for the Pacific Northwest at the special request of the "Keep Oregon Green" and the "Keep Washington Green" Associations. Once the nation-wide project was under way Girl Scouts in Milwaukee, Baltimore, Rochester, Denver, and Elizabeth, New Jersey, began collecting flour and salt bags, dyeing the material red, making it into fag bags, and pasting on the stickers.

A flour or salt bag holding two pounds will make two fag bags; a five-pound bag will make four, a ten-pounder, six; and a twenty-four pound flour sack will provide material for twelve fag bags.

Many Girl Scout groups have been holding fag bag parties for mothers, sisters, aunts, and friends who wish to contribute to the project. At these parties flour, sugar, and salt sacks that have been collected are sorted as to size, ripped open, cut to fit the simple fag bag pattern, sewed up, dyed, pressed, and equipped with sticker and drawstring.

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**Music for Dancing Parties for the Duration**—A problem which confronts many organizations, especially in small schools, is that of providing music for parties. Two pupils of the University of Wyoming High School surmounted this difficulty, according to Floyd W. Hoover, principal of the University High School at Laramie, by building a "juke box" largely of salvaged parts of old radios and phonographs. He tells of this in an article in the February 1943 issue of *School Activities* entitled "Music for Dancing Parties for the Duration."

## Magazines and Pamphlets

Recently Received Containing Articles of  
Current Interest to the Recreation Worker

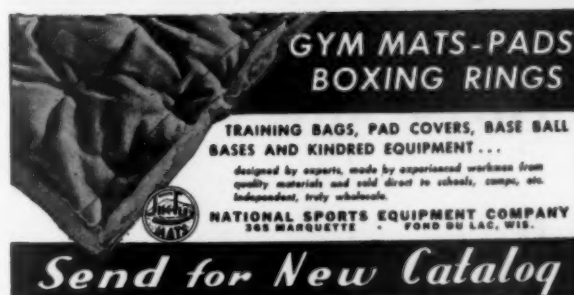
### MAGAZINES

- Beach and Pool*, November 1943  
Are You Planning a Sand Beach?
- The Camping Magazine*, December 1943  
Day Camping Is Fun, by Margaret Mudgett  
Physical Plant Problems in Camping, by Ray E. Bassett  
They Worked Right Smart, by Catherine T. Hammett
- The Journal of Health and Physical Education*,  
December 1943  
A Wartime Swimming Program for High Schools,  
by W. Kenneth Vansant  
Planning an Indoor Obstacle Course, by Thomas W. Eck
- Probation*, December 1943  
It Is Certainly Something, by Mary Edna McChristie
- Sports Age*, December 1943  
Today—It's Industry that Carries the Ball, by  
Audrey J. Smith

### PAMPHLETS

- A Plan for the Development of Recreation Facilities in Clairton*  
Presented by the City of Clairton Recreation Commission, Clairton, Pennsylvania
- Annual Report, Sherwood Forest Camp, 1943*  
Park and Playground Association, 613 Locust Street, St. Louis, Missouri
- How to Make a Container for Baling Scrap Paper*  
Blueprint plans for a project of interest to youth groups, manual training classes, schools, etc. Copies may be obtained free of charge from A.Z.A. Supply Department, 1003 K Street, N.W., Washington 1, D. C.
- How to Respect and Display Our Flag*  
Available from the United States Marine Corps, Publicity Bureau, 1100 South Broad Street, Philadelphia, Pennsylvania
- Organization and Leadership of Group Discussions and Forums*, by Le Roy E. Bowman  
Bulletin No. 1258, University of the State of New York
- Organizing a Community for the Treatment and Prevention of Juvenile Delinquency in Wartime*  
Progress Report No. 1 of a joint project sponsored by the Bureau of Public Assistance of the Social Security Board and the Children's Bureau of the United States Department of Labor. July 1943
- The Marines' Hymn*  
Printed for complimentary distribution by the United States Marine Corps Publicity Bureau, 1100 South Broad Street, Philadelphia, Pennsylvania
- The Master Plan on San Francisco; Shoreline Development*  
Preliminary report of the San Francisco City Planning Commission, San Francisco, California
- The Teacher of English and the War Savings Program*  
A Schools at War Bulletin. Prepared by the National Council of Teachers of English for the Education Section, War Finance Division, United States Treasury Department, Washington, D. C.
- War Savings Programs for Schools at War*  
A handbook of dramatic material. Education Section, War Finance Division, United States Treasury Department, Washington, D. C.
- Youth Also Plan*  
A guide for the study of postwar problems. Issued by the Canadian Youth Commission, 3 Willcocks Street, Toronto 5, Ontario. Price 15 cents

FEBRUARY 1944



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**A New Playground for Charleston**—The Lions Club of Charleston, West Virginia, has provided a playground in a section where the worst slum area of the city had existed. The ground was procured, shacks demolished, and playground equipment erected by the Club. It is now being rapidly made into a beauty spot of over a city block extending along one of Charleston's beautiful rivers. Two playground directors are in charge, and there is equipment for all ages, from small children to adults. The playground will be a permanent project of the Charleston Lions Club.

**Michigan Gets Recreation Area**—Under an Act providing for the disposition of the National Park Service's recreational demonstration areas, a lease was granted to the State of Michigan for a portion of the Waterloo Recreation Demonstration Area, part of which is maintained as a hunting ground and part as a sanctuary primarily for protection of the sandhill crane. Transfers of approximately half of the thirty areas available for disposition are now being completed. These transfers are dependent upon indication in each case that the prospective receiving agency is ready to accept it and has shown itself capable of doing a satisfactory job.

**New Park for Lafayette, Louisiana**—Lafayette has acquired a large parcel of land which is being developed into a park. Last spring over five hundred dogwood and redbud trees were planted. Picnic sites have been built with small outdoor fireplaces and benches, and a cabin has also been built to take care of social activities.

## National Music Week Comes of Age

(Continued from page 592)

extensive observance. As interest grows, and Music Week becomes established as an event to which people look forward each year, more elaborate programs may be introduced and a fuller schedule undertaken without fear of overlapping.



# ARTS and CRAFTS

## *for the*

# Recreation Leader

By FRANK A. STAPLES

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Sewing	Bead Weaving
Tie Dyeing	Netting
Marble Printing	Posters
Fruit Banks	Kites
Masks	Lie Detector

And many others

This book contains much of the material presented by Frank Staples at the institutes he conducts as Director of Arts and Crafts of the National Recreation Association. Some of the projects described have appeared in material sent out in the Association's Bulletin Service.

Arts and Crafts for the Recreation Leader will be of invaluable aid in planning your program—order your copy today!

Price \$1.50

**National Recreation Association**

315 Fourth Avenue, New York 10, N. Y.

### Things to Keep in Mind

The cooperative idea should always be kept in mind, even though it may not be feasible to work it out at the beginning. It is better to encourage small-scale programs by several groups working independently than to try to organize a large-scale program representing a number of organizations before conditions are right for such an event. It is important that all programs connected with the observance be announced as arranged for Music Week, so that they may derive the benefit of the association and also that the observance may become better rooted in the community. When the observance has become a custom, it is far easier to arrange cooperative individual programs or programs contributing to a cooperative community observance.

A proclamation should be obtained from the mayor (he is usually glad to issue one when requested) and editorial comment recommended to the press. These marks of recognition add to the prestige of the local committee's work, if the observance is on an organized basis, and do much to stimulate interest and participation if it is of the "scattered" type, with groups and individuals taking part without regard to a centralized schedule.

Since Pearl Harbor Music Week has been used as a setting for a wide variety of patriotic programs, sometimes with bond rallies as a feature, and for the starting of campaigns to increase the use of music in industry, as an aid in therapy, among adult groups such as Homemakers Clubs, and for other cultural and community progress purposes. Material on various aspects of the observance, and on many special programs, is available at small cost through the committee. Also available are copies of President Roosevelt's strong letter of endorsement and sample proclamations by governors and mayors.

The observance has a wealth of possibilities for all who are concerned with recreation. A time when the attention of the country is focused to a larger extent than usual on the enrichment brought by music to the life of the individual and the social group is the ideal time to impress upon the public what recreation is doing with and through music, and what it needs in musical equipment to do further good work. It is also an excellent occasion to demonstrate how recreation is cooperating with other groups in the community devoted to public benefit objectives, and how cherished is the place which music holds in the specific recreation programs.



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## Your Local Radio—A Salesman for Recreation

(Continued from page 619)

liked by the people you want to reach (and you may wish to reach different groups at different times for different reasons) and get your message across through these programs. Suppose it is a hillbilly . . . if he can get 'em to listen, he can get 'em told about your recreation program!

If you go in for regular broadcasts—and these are much to be prized—there must be consistent, intelligent planning to maintain the station's pride and local interest in carrying them on its schedule.

If you want spot announcements, write them yourself if at all possible. Radio stations are affected by manpower shortage, too! Make the announcements short, "punchy," and enthusiastic. Type multiple copies for the station's use. Try to work out simple sound effects into them . . . make

them *sell* your program!

And by all means, if your local station does a good job for and with you, be smart enough to acknowledge this with letters of appreciation, and if you should know of definite results obtained thereby, include a concise report to the manager. He's human, too!

## Fit to Fight

(Continued from page 618)

a most significant contribution to the nation's war effort. Most of the men you are sending us now from your secondary schools bring with them a foundation of physical fitness and health knowledge on which we can build. Capt. Ralph Ingersoll in his book, *The Battle Is the Pay Off*, pays you a striking tribute:

"The Ranger Battalion I marched with at El Guettar had only one casualty all morning simply because their legs were so damn good that after marching all night

## Know Your Community

FOR many years community groups interested in discovering their local recreational needs and resources have used a mimeographed survey outline issued by the National Recreation Association under the title, "Suggestions for Making a Community Recreation Survey."

This material has been expanded, brought up to date and incorporated in an attractively printed pamphlet, *Know Your Community*. Its sections cover the following subjects: How to Make and Use a Survey; Survey Outline; Some Public Park and Recreation Standards; and A Brief Bibliography.

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*Know Your Community* today

Price 25 cents

**National Recreation Association**

315 FOURTH AVENUE NEW YORK 10, N. Y.

they had plenty of reserve strength left for their attack—and because they were physically able to attack with such agility, skill, and ferocity that they paralyzed the enemy. It would not have mattered how brave they were—if their feet had failed them they could not have done it. Alone on the mountain top, they would have been cut to pieces by the first counterattack."

## Mardi Gras a la Genesee Settlement

(Continued from page 614)

tales were just as great a favorite with many, and several of the boys became interested in *Tales of Robin Hood*. In the final analysis, of course, the boys and girls were allowed to dress as they pleased.

The children made their own masks, costumes, and floats, planning them, sketching and painting, and putting them together. The library became more popular than ever as the children searched for costume details in fairy tale and Mother Goose books. In dramatics, skits were prepared for presentation at the Mardi gras. The most noteworthy of these were scenes from *Hansel and Gretel* and from *Robin Hood*. As we had no music specialist on our staff we did not give as much attention to music as we would have liked, limiting our musi-

cal activity to the reviewing of familiar songs from the South. Being short of staff, we were hampered, too, in the dance direction. Folk dances could undoubtedly be used most profitably for a children's Mardi gras.

The day of the Mardi gras arrived. The newspaper sent a photographer to take pictures. Later we wrote up the events of the day. The story appeared in a full-page spread in the *Sunday News* Section the following week.

The king and queen arrived first, just before the beginning of the parade, which was scheduled for 10:30 A. M. The king could have belonged to any era in any country, but the queen was definitely of the French court! Their pages, twin boys who had attended camp, looked suspiciously like the Dutch twins, but they waited on the royal couple in the most courtly manner. At 11:00 o'clock all were ready to start. Led by the king and queen and pages, we paraded through several city blocks, through the neighborhood playground, and then back to the settlement. One of the children's parents came and took movies. In the colorful parade appeared a Snow White and her Seven Dwarfs, a Miss Muffet, a Little Jack Horner, several clowns, a drum majorette, a totem pole, the old witch with Hansel and Gretel. The latter pulled a float of the gingerbread house. All the floats were simple, and most of them represented parts of the stories their creators were enacting.

After the parade the group gathered in the assembly hall where movies were shown and skits presented. As the finale to the program the king and queen awarded prizes to victorious campers.

The staff felt that it had only scratched the surface of the possibilities in a Mardi gras program for children. We want to repeat the attempt but with a wider scope, including adults, in an effort to make it more like the real thing with, perhaps, dancing in the street in the spring. We are doubtful as to the exact amount of knowledge gained by the children about New Orleans and the real Mardi gras, but we are thoroughly convinced of the fact that, with their own Mardi gras, the children had a good time.

## A Theatre for Children

(Continued from page 623)

was made for free tickets for those who needed them.

Since there were about 2,700 elementary school children in the city and the Little Theatre held only about 300, several performances of each show were necessary. Later the county schools asked to



be included, and audiences were increased to some 3,000. It was to meet this need that as many as three performances were given in a single day.

The entire community became interested. Art teachers conducted poster contests in the schools for each play. Merchants displayed prize-winning posters in their store windows. The police and firemen furnished supervision at the performances. Everyone helped find or make necessary properties. When "Jack and the Beanstalk" was languishing for lack of a rope ladder, it was the firemen who came to the rescue by offering to make one.

The directors were drawn largely from the Little Theatre group. Little Theatre technicians trained League members to make sets and do the backstage jobs. The League produced a skilled costumer whose contribution to the success of the program can scarcely be overestimated. The Children's Theatre used available Little Theatre equipment and bought what was needed in addition. Their acquisitions were then put at the disposal of the Little Theatre.

Ticket sales paid about half the cost of the shows. The remainder came from the treasury of the League. Two boards directed the project. One, an advisory group, was made up of representatives of the Little Theatre, the P.T.A., the teachers, art supervisors, and the League. This board made decisions on dates and play selection as well as advising on many matters presented by the technical board. This second group, made up of the president of the League, production manager, publicity manager, and others, did the actual work of putting on the shows.

Finally, equipment had been collected and techniques mastered so that the performances on one central spot were going smoothly. Then the League began to put its mind on possibilities of "trooping." Taking the shows to the schools would solve the increasing problems of transportation and would also make it possible to include the colored schools in the program. A marionette show was taken to an auditorium in one of the colored schools, and children from the other schools were brought in. Their enthusiasm, if possible, exceeded that of the white children. But whereas trooping solved some problems it created others, such as equipping school stages, transportation of scenery and costumes, increased demands on the time of the production groups. So great was the interest, however, that the League continued wrestling with the problems.

FEBRUARY 1944

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Then came the war. Busses were no longer able to supply the special service. Gasoline was not available for private automobiles. Both bringing children in to the Little Theatre and trooping had to be given up for the duration.

But the Children's Theatre did not stop in Lynchburg. There was still the radio. Last year the League put on a series of thirteen radio plays for their youthful audience. Plans for a similar program for this year are under way. This is not a substitute for seeing flesh-and-blood actors but it is one way of keeping interest and providing some entertainment that has the interests and tastes of children as its primary purpose. Indications are that the enthusiasm and loyalty of the children have carried over to the new type of performance. The actors, however, admit to missing the inspiration that came with the roar of enthusiasm always accompanying the rising of the curtain.

When the war ends it is expected that the shows will go on. And perhaps some of the knotty problems of trooping will have been solved.

Reprinted from the *Virginia Drama News* published by the Extension Division of the University of Virginia.

Editorial Note: Miss Virginia Lee Comer, Association of Junior Leagues of America, points out that in spite of wartime difficulties, the majority of Children's Theatres maintained by Junior League groups continue to function.

## YOUR VICTORY GARDEN...

You're planning for a Victory Garden, of course. And perhaps you're new at the gardening game and need some help in your planning.

Here are a few practical aids available through the National Recreation Association:

**Your Victory Garden,**  
by E. L. D. Seymour . . . . . \$15  
(A guide for the amateur gardener)

**A Few Sources of Information on Gardening** . . . . . Free

When you have harvested your crop be sure you have these pamphlets on hand:

**Victory Gardens—Harvesting and Drying,** by Marguerite Ickis . . . . . .25

**Canning, Drying and Freezing for Victory,** by Meta Given . . . . . .15



**NATIONAL RECREATION  
ASSOCIATION**

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### Art with a Little a

(Continued from page 607)

to Beatrice, Vittoria Colonna, Mathilde Wesendonck would have been allowed.

"There is no woman in this case" the court would have reminded me. "Stick to the facts—not what you've thought or dreamed or felt but what you know: Why, Mr. Kent, and how did you became an artist?"

And I would have answered as, constrained by the majesty of this periodical and its jury of readers, I answer now:

"When I was a little boy, I liked to draw pictures. Instead of listening to lectures in school and taking notes on them I drew pictures. I drew pictures, naturally, of things that interested me. In the period of the war with Spain I drew pictures of battleships. Like most boys, ships were romantic to me. I drew pictures of all kinds of boats. And as I drew them on the page there developed an interest in making the page look pretty. So I would make a border of leaves and flowers and birds flying around and put stars in the sky. I am still doing it.

"But I didn't just like to draw pictures. I liked to whittle. From using a pocket knife, I got to using a saw, a plane and chisels. I began to make things out of wood. I did eventually become a carpenter; and I might have become an architect but that I preferred doing other things. An aunt of mine, who lived with us, was an artist. Oh, I forgot, I shouldn't say that: she painted pictures in water-colors—lovely pictures; and she painted on china. So of course I painted on china too. I still paint on china or, rather, I draw pictures that, in this industrial age, are to be printed or painted on china by others.

"I have done a lot of other things: wood engravings and lithographs; and I've written books. But not one thing that I have ever done has been done because I felt that I had any sort of a holy mission to do them, or that I was inspired to do them, or that by doing them I was achieving some kind of a mystical expression of myself. Always I have painted or drawn, or designed china, or built houses because I liked to make things with my hands. Liking to make them, liking the work of making them, led me to always try to make them as well as I possibly could. Fortunately, I made some of these things so well that other people liked them enough to buy them. So, mine has been a happy lot of earning a living by making things that I have liked to make."

So would have run my sworn testimony. So, I think, would have run the sworn testimony of other professionals called as witnesses in this momentous case.

I can almost hear the judge summing up to the jury of public opinion:

"The practice of art," he might have said, "appears to be in no essential respect different from other crafts accepted as useful and even necessary to the well-being and progress of society; and artists—or," with a smile toward the group of witnesses, "I should say painters, sculptors, draftsmen, decorators and all the rest of you fellows—are entitled to the full rights, privileges and respect of other hard-working citizens, unencumbered by the reverence or contempt which popular misunderstanding, promoted by criticism has engendered. These workmen, given half a chance, will, we believe, prove worthy of their hire."

I ask you: What but one verdict could a jury so instructed come to?

## Audubon Society Convention Highlights

THE BOY FROM BROOKLYN was amazed. As a soldier he was seeing America for the first time, its beauties and natural resources. From the Grand Canyon he wrote a letter to the National Audubon Society and said that he wanted to be a member of an organization that was helping to preserve and was teaching people to enjoy the wild life of this country.

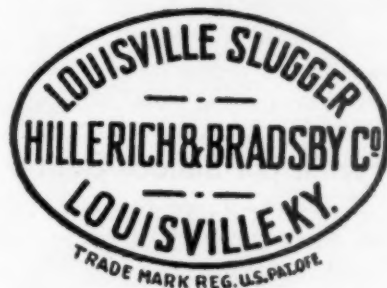
Hundreds of other servicemen and women have written similar letters. The program of nature organizations has gained new impetus and strength through an awakening of interest all over the country. The Audubon Society reports the largest membership in its history this year and the biggest attendance at its annual convention.

In October 1943, the annual convention of the Audubon Society was held in New York City. An open house at the new Greenwich, Connecticut, Nature Center started the program. Subsequent meetings were held for two days at the Audubon House on Fifth Avenue amidst a colorful background of nature paintings and at the Museum of Natural History.

The Greenwich Center, which formally opened its gates to the public at the time of the convention, is a large tract of woodland, containing a house and other buildings to be used as workshops, museum and living quarters for the director. It will be a wild life sanctuary and an out-of-door classroom. Practically everything but salt water is to be found in this area. Trails have been marked; an inventory has been made in order that all changes and progressions will be known; the area has been divided according to its characteristics. Everything is being done to make it an interesting and attractive laboratory for the student of nature. Courses are being offered for teachers and specialists, for young people interested in preparing to be nature leaders and teachers, and for the public in general. Groups are always welcome and Sundays are open days. Dr. Richard L. Weaver, Educational Director, and his staff, which is made up of people who have a broad understanding of the relationships in nature and an appreciation of conservation, are working with schools, clubs and community groups.

High spots of the convention were a number of extraordinary color motion pictures of birds, wild life, and a brilliant conservation film by John H.

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Storer entitled "The Birth of the Land." The theme of the meetings was conservation. Dr. Hugh Bennett, Chief of the United States Soil Conservation Service, pointed out that fifty million acres of land in this country had become extinct through misuse and that a hundred million acres have been badly damaged. He advocated using the thirty-three million acres of land that cannot raise food or be used for pasture, such as the banks of streams and steep slopes, for wild life conservation. In this way agriculture and the preservation of nature could be carried out in conjunction.

The Society wants to spread the word among the millions of gardeners in America that there can be no gardens without birds and no birds without gardens.

New projects to be undertaken are (1) the development of a refuge for the trumpeter swan, birds that came close to extinction early in the century; (2) provision for caring for the elk in Wyoming; and (3) conservation of the redwoods of California. From these and other varied phases of their program it will be seen that the Society has expanded its scope of interests and activities to include animals, plant life and conservation as well as birds.



The war has made it necessary for the Society to suspend operation of the Nature Camp in Maine. During its seven years more than fourteen hundred people camped there, the majority of whom were nature teachers and specialists.

Recreation leaders and school teachers who are interested in finding material for their nature programs, illustrated booklets for the library, and excellent color motion picture films which can be rented should write to the National Audubon Society, 1006 Fifth Avenue, New York City.

### Fun in the School Center

(Continued from page 626)

Recreation Association school center, Richmond led the South in establishing this type of public recreation.

As the Community Recreation Association continues its program, its objective is the establishment of a complete community center in every school district in Richmond. It advocates that they be placed under auspices which can make the program permanent and allow them to be enlarged to meet new needs.

### Some Leadership "Do's"

(Continued from page 599)

thusiasm. It takes a great deal of energy or a good actor to carry on a whole evening's program and still be an enthusiastic leader through the midnight clean up process.

*Telling the world.* The evening is not over until the leader or a dependable publicity committee chairman has given an interesting, well-written, account of the event to the local paper.

*And after the party.* A day or two after the party the leader and all helpers should meet, preferably at a party of their own, to discuss the success and failures of the program. Someone should serve as secretary, jotting down notes which will be useful when the next event is planned. Games which were enjoyed should be listed. The correct names and addresses of people who showed interest, enthusiasm, or talent should be secured and recommendations for changes should be itemized in detail. Don't dwell on the failures but on what can be done to avoid such situations another time.

All of these notes should be typed in the near future and put in a folder as a constructive guide for the next program. The names, addresses and phone numbers of the committee members together with the duties they performed should be included.

## Suggestions for Youth Recreation Programs

(Continued from page 605)

- |   |                               |
|---|-------------------------------|
| soft drink, candy, and sandwich counter           |                               |
| table games                                       | table tennis tables           |
| Social activities                                 |                               |
| parties and dances                                | square dances and mixed games |
| informal activities and dancing                   | beach parties                 |
| Special events                                    |                               |
| fairs and carnivals                               | holiday celebrations          |
| scavenger and treasure hunts                      | hobby shows                   |
| Drama activities                                  |                               |
| plays   | radio skits                   |
| pageants  | informal stunts               |
| puppetry  | movies                        |
| entertainments, readings, etc.                    |                               |
| Mental and linguistic activities                  |                               |
| quiz programs                                     | debates                       |
| forums and discussions                            |                               |
| speakers on travel, current problems              |                               |
| Music   |                               |
| community singing                                 | orchestras                    |
| choruses  | concerts                      |
| Hobby groups                                      |                               |
| photography                                       | model aircraft                |
| radio   | natural history groups        |
| crafts—bookbinding, block carving, painting, etc. | printing, leatherwork,        |
| Outing activities                                 |                               |
| picnics   | natural history field trips   |
| bicycling   | sailing                       |
| hiking  | fishing                       |
| boating   |                               |
| Sports and outdoor games                          |                               |
| mixed groups                                      | boys                          |
| roller skating                                    | baseball                      |
| badminton   | softball                      |
| volley ball                                       | basketball                    |
| tennis  | soccer and other sports       |
| paddle tennis                                     |                               |
| croquet   | girls                         |
| shuffleboard                                      | softball                      |
| swimming  | basketball                    |
| golf  | field hockey and other sports |
| bowling   |                               |

### Service Activities in the Youth Program

A service program of some kind has a definite place in the youth activity plans. Probably the most suitable means of planning and carrying out a service program is through the medium of a service committee, which should be one of the most active working groups in the youth council. Services that can be performed by young people are



**SURE**, that Saturday night pay envelope's bulging. But let me tell you something, brother, before you spend a dime... *That money's mine too!*

I can take it. The mess out here. And missing my wife and kid.

What I *can't* take is you making it tougher for me. Or my widow, if that's how it goes. And, brother, it *will* make it tough—if you splurge one dime tonight.

You're working... and I'm fighting... for the same thing. But you could lose it for both of us—without thinking. A guy like you could start bidding me right out of the picture tonight. And my wife and kid. There not being as much as everybody'd like to buy—and you having more green stuff than I. But remember this, brother—everything you buy helps to send prices kiting. Up. UP. AND UP. Till that fat pay envelope can't buy you a

square meal.

Stop spending. For yourself. Your kids. And mine. That, brother, is sense. Not sacrifice.

Know what I'd do with that dough... if I'd the luck to have it?

I'd buy War Bonds—and, God, would I hang on to them! (Bonds buy guns—and give you four bucks for your three!) ... I'd pay back that insurance loan from when Mollie had the baby... I'd pony up for taxes cheerfully. (knowing they're the cheapest way to pay for this war) ... I'd sock some in the savings bank, while I could ... I'd lift a load off my mind with more life insurance.

And I wouldn't buy a shoe-lace till I'd looked myself square in the eye and knew I

couldn't do without. (You get to knowin'—out here—what you can do without.)

I wouldn't try to profit from this war—and I wouldn't ask more for anything I had to sell.

I've got your future in my rifle hand, brother. But you've got both of ours, in the inside of that stuffed-up envelope. You and all the other guys that are lookin' at the Main Street shops tonight.

Squeeze that money, brother. It's got blood on it!

Use it up  
Wear it out  
Make it do  
Or do without



A UNITED STATES WAR MESSAGE PREPARED BY THE WAR ADVERTISING COUNCIL; APPROVED BY THE OFFICE OF WAR INFORMATION; AND CONTRIBUTED BY THE MAGAZINE PUBLISHERS OF AMERICA

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The following list has been prepared from several suggested lists of tried and accepted activities:

- Civilian defense activities
- Community campaign services
- Services to community agencies
- War service organizations

## United Front for Youth in Fort Wayne

*(Continued from page 606)*

**Adult Director.** The Director shall determine what constitutes unbecoming conduct.

There shall be a membership fee, the amount to be determined by the Student Council.

There shall be no attendance by members except under the supervision of an approved Adult Director.

**Student Council.** The Student Council shall consist of eight members from each of the participating local high schools, appointed by the principal of each high school, whose term shall be one year unless terminated according to the rules of the Teen Canteen.

**Rules.** Rules shall be formulated by the Student Council and the Policies Committee of the Teen Canteen, and shall be observed by all members.

No activity shall be permitted which excludes any member except upon a majority vote of the Student Council, with the approval of the adult director.

No smoking or use of intoxicating beverage shall be permitted on the premises of the Teen Canteen.

No financial obligation shall be incurred except upon the approval of the Governing Board of Control.

A regular employee of the Ft. Wayne school system has been appointed by the Wayne Youth Commission as a part-time recreation director for the canteen. Assisting him will be a sizeable corps of hosts and hostesses and a few paid workers. For the purpose of providing the best sort of supervision possible for this already well-favored program for youth, three interested women have organized a "Teen Canteen" volunteer workers school. "A united front against Fort Wayne youth's problems" is the slogan of the commission and, as the commission has hoped, almost every public agency and civic-minded person in the community is gradually and voluntarily giving some form of support to the request behind that slogan.



# New Publications in the Leisure Time Field

## Gardening for Victory

National Victory Garden Institute, 598 Madison Avenue, New York 22, N. Y. \$10.

**T**HIS DIGEST OF PROCEEDINGS of the National Victory Garden Conference held in Chicago, November 16-17, 1943, under the auspices of the National Victory Garden Institute, contains important material presented by a number of speakers.

"The 1943 Victory Garden season is now history," states the report. "Victory Gardeners raised more vegetables than did the professional farmers. In 20,000,000 Victory Gardens the staggering total of 8,000,000 tons of food was produced, and the cash value of the vegetables was at least a billion dollars." The objective of the National Victory Garden Institute for 1944 is 22,000,000 Victory Gardens.

## The Story of Painting

By Thomas Craven. Simon and Schuster, New York, N. Y. \$5.00.

**I**N THIS BEAUTIFULLY ILLUSTRATED BOOK, Mr. Craven, starting with the first aimless scratchings of the cave men, expores every bend and turning of the mighty stream of painting. We become acquainted with the great artists of the Italian, Flemish and British schools and we meet many American artists, so often neglected in a general survey of the field.

## Modern Events Quiz Book

Edited by Neil MacNeil. Blue Ribbon Books, Garden City, New York. \$1.00.

**I**S YOUR KNOWLEDGE UP TO DATE? You will soon find out if you try to answer the 1,400 questions about the world of today which appear in this volume based on quizzes which were published in the *New York Times*. The questions cover wide range—almost the full sweep of human activity and they provide a liberal course in current events and are a challenging drill in living history.

## 1,000 Ways to Have Fun!

By Harry D. Edgren, M.A., M.P.E. Order through author at 56 McKinley Street, White Plains, New York. \$25.

**I**N THIS ATTRACTIVELY illustrated booklet the author has brought together games, stunts, and social ideas for special occasions. There is a complete party plan for every month of the year, and no game is repeated in any other program. Many of the ideas suggested in one program may be used equally well in the others, and countless different game suggestions can be created by adding to the games, combining them, and changing them to suit your particular party.

The games and activities described in the booklet have been classified under Active Games and Relays, Entertainment Stunts, and Quiet Games.

## A Primer of Stagecraft

By Henning Nelms. Dramatists Play Service, New York. \$1.50.

**A**LTHOUGH MR. NELMS in his foreword states that almost nothing in his book is original, he has performed an important service in assembling and classifying a vast quantity of technical details regarding scenery. Chapter headings are as follows: Scenery is Simple; The Stage; The Nature of Scenery; Practical Scene Design; Tools; Materials; Building Methods; Scene Painting; Assembling Scenery; and Scene Shifting.

## Tap Dance for Fun

By Hermine Southoff. A. S. Barnes and Company, New York 18, N. Y. \$3.00.

**T**AP DANCING, the author believes, has a contribution to make to physical education and she points out what the values are in this book which also contains movements and information on music.

## Songs and Games of the Americas

Translated and arranged by Frank Henius. Illustrated by Oscar Fabres. Charles Scribner's Sons, New York. \$2.00.

**M**R. HENIUS HAS ASSEMBLED a delightful collection of games and songs for children. In this book there are some very old Spanish games the very names of which are an invitation to play them—The Spotted Bird, Sweet Orange, and Golden Thread. There are, too, newer games and a number that are very similar to our own. A few songs are included. Colored illustrations add to the attractiveness of the book.

## Music On My Beat

By Howard Taubman. Simon and Schuster, New York, N. Y. \$2.50.

**M**R. TAUBMAN, Music Editor of *The New York Times*, takes us on a tour of the music world and does it in a delightfully chatty manner. We learn not only about the music of our day but we discover how human musicians can be and how they perform off stage and on. Best of all we learn how great are the potentialities of our own American music.

## Thirty Famous One-Act Plays

Edited by Bennett Cerf and Van H. Cartmell. Garden City Publishing Company, Garden City, New York. \$1.98.

**T**HIS COLLECTION, the fourth of a series of play anthologies compiled by the same editors, is international in its scope and ranges in period from Anatole France to Saroyan. It should prove of great value to little theater groups throughout the country since every play is suited for amateur production. In the appendix a series of brief biographical sketches of the thirty authors is presented.

**Physical Fitness for Boys.**

By Ben W. Miller, Ph.D., Karl W. Bookwalter, Ed. D., and George E. Schlafer, M.S. A. S. Barnes and Company, New York 18, N. Y. \$3.00.

The author has given us a modern physical fitness program keyed to the times and providing the variety and flexibility required to meet present needs. Emphasis is placed on the principles, procedures and standards by which effective physical fitness programs may be realized and there are hundreds of illustrations on conditioning exercises, dual contests, simple stunts, group games and similar activities.

**The Cokesbury Shower Book.**

By Katherine Fite and Garland Clawson Paine. Abingdon-Cokesbury Press, New York, N. Y. \$1.75.

All kinds of showers are described in this book of forty-one completely planned showers—enough to suit all tastes. There are wedding, bon voyage, stork, seasonal and wedding anniversary showers and there are recipes for delicious refreshments.

**Health and Physical Fitness.**

By I. H. Goldberger, M.D. and Grace T. Hallock. Ginn and Company, New York, N. Y. \$1.92.

Health of the body, health of the mind and health of the emotions are taught in this book whose text has been integrated with Federal, state and local municipal programs to promote health and safety and to conserve manpower. Material appears in four parts: *Your Equipment for Living and How to Use it*, *Your Personality and How to Enrich It*, *Your Home and Community and How to Make Them Healthful*, and *Your Future and How to Face It*. *Health and Physical Fitness* is a timely, practical manual.

**Famous Pianists for Boys and Girls.**

By Gladys Burch. A. S. Barnes and Company, New York 18, N. Y. \$2.00.

Many of the most famous pianists attained renown when they were still children. The story of these boys and girls and other pianists are told for children in this book, the third of Miss Burch's series on composers. Every piano student will read the book with interest and enjoyment.

**Housing Yearbook 1943.**

National Association of Housing Officials. Chicago, Illinois. Edited by Hugh R. Pomeroy and Edmond H. Hoben. \$3.00.

This Yearbook presents a brief, comprehensive and well-organized review of housing developments in 1942. Of special interest to recreation workers is the emphasis given during 1942 to as complete decentralization of responsibility as possible, so that housing programs can not only be speeded up, but can be related so far as possible to local conditions.

The Yearbook accepts the need for community facilities including recreation in public housing, even though only a minimum standard can be achieved in connection with the present war housing. The value of such facilities is indicated by the following quotation referring to community facilities: "The situation was improved substantially during the year, but occupancy of otherwise adequate war housing is still retarded in some cases by the absence of necessary facilities."

**The Other Americas.**

Edited and illustrated by Xavier Cugat. Edward B. Marks Music Corporation, New York, N. Y. \$1.00 net (except Canada).

Here is an album of typical Central and South American songs and dances designed not only to meet a real need but to perform an important service in making available to the people of this country one aspect of the cultural contributions of Latin America.

**Handel at the Court of Kings.**

By Opal Wheeler. E. P. Dutton and Company, New York, N. Y. \$2.00.

The many-sided career of George Frederic Handel beginning with his childhood is traced in this book in a style which will commend it to children who love music whether they are young musicians themselves or not.

**Second American History Quiz Book.**

Compiled by Edward Boykin. Blue Ribbon Books, Garden City, New York. \$1.00.

How much do you know about the history of America? Edward Boykin puts your knowledge to the test in his series of questions and answers about America. There are over 900 new questions in Volume 2.

**Taxidermy.**

By Leon L. Pray. The Macmillan Company, 60 Fifth Avenue, New York. \$1.49.

"This may be a fascinating hobby in this modern time," says the author and he addresses his suggestions and instructions to those who are looking merely for the enjoyment there is in collecting, mounting, and arranging in their leisure time a collection of animal specimens.

**Health on the Production Front.**

Prepared by Sidney Oviatt. National Association of Manufacturers, 14 West 49th Street, New York.

"In war or peace no plant is too small to profit from a health program," says Dr. Victor G. Heiser in his foreword to this Guide for America's War Production Plants. The importance of recreation as a morale builder is stressed in the booklet. "Perhaps the most important factor in good morale, next to good working conditions in general, is adequate opportunity for recreation."

*Health on the Production Front* should be an invaluable aid to war plants, large and small, and to citizens on the home front concerned with conditions in the plants which are supplying the sinews of war.

In the review of *Arts and Crafts: A Practical Handbook*, by Marguerite Ickis, which was published in the January 1944 issue of *RECREATION*, the price was given as \$2.50. A. S. Barnes and Company, publishers of the book, have found it necessary to increase the price to \$3.00.

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